



Horizon Community College SEND Policy

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SEND POLICY

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The 2015 SEND Code of Practice states:

“All children and young people are entitled to an education that enables them to make progress so that they:

achieve their best

become confident individuals living fulfilling lives, and

make a successful transition into adulthood, whether into employment, further or higher education or training.” [6.1.2015]

As a mainstream academy, Horizon Community College is committed to raising the expectations and aspirations of all students by challenging every learner, in every lesson, every day - including students with special educational needs and disabilities (SEND).

Section 1 The College Profile

Horizon Community College is part of a mainstream academy serving students from the age of 11 to 16. It is our primary aim that every member of the college community feels valued and respected, and that each person is treated fairly and well. The presence of students with either a disability or special educational needs is warmly welcomed by all College staff and Horizon Local Committee (HLC, formerly known as governors) members. Every opportunity will be taken to ensure that these students, along with all others, are treated equitably and fairly at all times. Horizon Community College is an inclusive college which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

These four broad categories give an overview of the range of needs that the college plans for with good outcomes achieved for these students.

Section 2 Aims and Objectives of this Policy

The SEND Vision

To support the college in ensuring that all students have the skills and knowledge to be school ready, work ready and life ready. SEND processes are integrated across the college to ensure that additional needs are met but also identified in a timely manner and targeted with appropriate interventions with shared goals between teaching staff, students and parents. We aim for students to leave us as happy and successful individuals who understand their needs and have the ability to self-advocate when required.

Our objectives are:

- To work within the guidance provided in the SEND Code of Practice (DfE, 2015)
- To identify students with SEND and ensure that their needs are met
- To continually monitor the progress of all students in order to identify needs as they arise and provide an appropriate level of intervention and support as early as possible;
- To involve parents and carers, drawing on their knowledge and expertise of their child, when assessing need, monitoring progress and implementing and reviewing support;
- To ensure that students are supported to express their views and opinions and are involved in decisions which affect their education
- To maximise opportunities for students with SEND to join in all aspects of college life
- To reinforce SEND as priority for the whole college
- To ensure practice complies with the guidance and expectations of the Disability Equality Scheme and contributes to the discharge of the college's Disability Equality Duty
 - Advise staff on appropriate resources, materials, targets, strategies and evaluation
 - Provide in-class support and additional intervention where appropriate
 - Maintain and update the SEND Register

This policy will be reviewed and ratified annually by the Governing body.

Section 3 Legislative Compliance

This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2015. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- SEND Code of Practice (2015), which sets out legal requirements and statutory guidance for schools, academies and local authorities
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013, (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations

between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Statutory Guidance on Supporting pupils at school with medical conditions, September 2014
- Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan Right Support, Right Place, Right Time, March 2023

Our college has a wide range of separate supporting policies in place which support the aims of effective and inclusive support for students with special educational needs and disabilities. These include (but are not restricted to): Safeguarding, Accessibility, Disability, Equality, Inclusion and Anti-Bullying.

In addition, our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010. This can be located by accessing the SEND page of our website, under the heading 'Important Documents'. It can also be found in the Policies and Reports section.

The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at: <https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parents>

Section 4 Responsibilities

Name of Principal:	Mrs Huddart
Name of SENDCO:	Mrs Proud
Name of Assistant SENDCO:	Miss Crawford
Head of Inclusion:	Mr Riley
Name of Governors with responsibility for SEND:	Mr Lynch

4.1 General

The Principal and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our SENDCo who is responsible for reporting regularly to the Principal and the Governor with responsibility for SEND on the ongoing

effectiveness of this policy. The Designated Member of Staff for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

We believe effective SEND support is dependent on an effective partnership between staff, students and parents.

4.2 The Students

We have the highest expectations of all our students: we expect them to be 'ready to learn' and to become 'positive role models' who display our core values in their everyday behaviours. In doing so, students will ensure that they maximise their development from each opportunity they are given within college.

Students have the right to be involved in making decisions and exercising choice. We endeavour to involve all students fully by encouraging them to:

- Share their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Participate in the review of their progress and set new targets

4.3 Parents and Carers

Parents and carers provide a vital role in supporting students. Parental involvement is actively encouraged. In order to support effective collaboration, we will:

- Make parents and carers feel welcome
- Give parents and carers opportunities to play an active and valued role in their child's education
- Focus on the student's strengths as well as areas of additional need
- Allow parents and carers opportunities to discuss ways in which they and the college can help their child
- Keep parents and carers informed and involved in assessments and any related decision-making processes
- Encourage parents and carers to inform college of any difficulties they feel their child may be having or other needs their child may have which need addressing
- Work collaboratively with agencies supporting students and their parents
- Make parents and carers aware of sources of information, advice and support
- Providing all information in an accessible way for parents with English as an Additional Language
- Produce a SEND Information Report that will be published on the college website;
- Publish information about the Pupil Premium (expenditure & impact) on the college website
- Consult students, parents, carers and the community of the College on issues of accessibility and equality

4.4 Learning Support Assistants/Inclusion Support

LSAs are part of our whole college approach to SEND. They work in partnership with the subject teacher, their relevant Team Leader and the SENDCo. We deploy our LSAs depending on their level of experience and the needs of learner. LSAs can be part of a package of support for the individual student but are never a substitute for the teacher's involvement with that child.

4.5 Teaching Staff

Our teachers will:

- be responsible and accountable for meeting special educational needs under the guidance of the SENDCo and Principal
- have high aspirations for every student, setting clear progress targets
- focus on outcomes for every student and the outcome wanted from any SEND support
- involve parents and the student in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress

4.6 Special Educational Needs and Disability Coordinator (SENDCo)

Our SENDCo will oversee the day- to-day operation of this policy and will:

- be a qualified teacher
- gain statutory accreditation within three years of appointment (if not already held)
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- maintain and analyse our whole-school provision map for vulnerable and disadvantaged students
- identify on the provision map those students requiring SEND support from the college's delegated budget, students in receipt of High Needs funding and with Education Health and Care plans
- co-ordinate provision for students with SEND
- liaise with and advise teachers and other classroom/targeted support staff
- manage the records of all students with SEND
- liaise with parents of children with SEND, in conjunction with Pastoral Teams
- contribute to the in-service training of staff as part of the college's development plan and annual schedule of continuous professional development
- review and revise learning and wider outcomes on Individual Support Plans (ISPs)
- co-ordinate multi agency meetings and statutory Annual Reviews for students with an Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners
- ensure effective and timely transition arrangements for students moving into and out of our college

- evaluate regularly the impact and effectiveness of all additional interventions for students with SEND
- follow Local Authority guidance and procedures when it is considered that a student with significant and long-term SEND may require significant support through statutory processes
- liaise closely with a range of outside agencies to support vulnerable learners

4.7 SEND HLC Member

The Horizon Local Committee (HLC) members (formerly known as Governors) are responsible for agreeing the college's vision and strategy and offering supportive challenge to staff who provide the best possible education for students. The SEND HLC member will support the SENDCo and Principal by:

- Attending regular business and training meetings
- Scrutinizing the improvement policies
- Investigating practice within the SEND department

4.8 Principal

The Principal is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn and will ensure that:

- the day to day management of all aspects of the college's work includes provision for students with SEND
- the Governing Body are kept fully informed
- a SENDCo is appointed to work closely with the Principal and ensure the policy is maintained
- the policy is clearly communicated to ensure consistency and understanding
- Heads of Year and Subject Leaders promote and monitor the implementation of the SEND policy
- Statutory documentation – including annual review documentation - is reviewed when necessary.

All staffing appointments to support any vulnerable or disadvantaged student will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Section 5 Definitions of SEND and Disability

5.1 SEND Definition

A student or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.” [DfE (2015) SEND Code of Practice]

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Students may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful wave 1 interventions and strategies being in place.

In line with the Code of Practice (2015), a student’s SEND status will be evaluated if they access targeted intervention that is additional and different to the education of their peers.

Where student needs can be met through teacher differentiation and the offer to all, these students will be placed on the Monitoring register. This may include students who have a diagnosis. As student needs change, they may fluctuate between the Monitoring and SEN K register.

5.2 Communication and Interaction (C and I)

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Students with Autism Spectrum Condition (ASC), including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social Interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

5.3 Cognition and Learning (C and L)

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and

- Profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as, specific literacy barriers, Dyslexia, Dyscalculia and Dyspraxia

5.4 Social, emotional and mental health difficulties (SEMH)

Behaviour difficulties become special educational needs (as defined by the SEND Code of Practice 2015) called 'SEMH' when there is a detrimental impact of social, emotional, or mental health needs, resulting in the student not attaining at age expected levels.

For example, a student who is having difficulty regulating their emotions at school (either due to their own internal regulation difficulties or external factors) and who is unable to implement the behaviours-for-learning required to make expected progress and attainment, may be described as having a special educational need.

Students and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students and young people may have conditions such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

The Department for Education (DfE) has published Guidance on managing students' mental health and behaviour difficulties in schools: [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK](#)

5.5 Sensory and/or physical needs

Some students and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many students and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Students and young people with an MSI have a combination of vision and hearing difficulties.

Some students and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

5.6 Difficulties which may not be related to SEND

Some students in our college may be underachieving, which may be caused by a poor early experience of learning but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEND. We assess all aspects of a student's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability.

The following concerns may impact on a student's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being subject to a Child Protection or Child in Need Plan
- Speaking English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After child
- Being a child of Serviceman/woman

5.7 Disability

The definition of disability under the Equality Act 2010 is *"...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."*

This definition provides a relatively low threshold and includes more students than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as '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. Students with such conditions do not necessarily have SEND, but there is a significant overlap between disabled students and those with SEND.

Where a disabled student or young person requires special educational provision, they will also be covered by the SEND definition.

The DDA, as amended by the SEND and Disability Act 2001, places a duty on all Academies to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Academies are required to produce written accessibility plans for their individual Academy.

Section 6 Graduated Approach to Identifying if a Child Requires SEND Support

Teachers are responsible and accountable for the progress and development of the students in their classroom, including where students access support from Learning Support Assistants or specialist staff. The identification of SEND is built into the overall approach to monitoring the progress and development of all students through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review (APDR) via Individual Support Plans (ISPs))
- listening to and taking into account the student's views, wishes and feelings
- one-page profiles (Thumbnails), ISPs, medical care plan, provision map (group or individual), in-school tracking systems
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual students' progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- exchanging information from other services across education, health, care and the voluntary sector
- in college diagnostic testing to inform interventions or approaches
- involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review

6.2 General provision for all students using core school funding

Core school funding is used to fund the resources available to all students – this includes classroom teaching, pastoral support, wellbeing support and extra curricular opportunities. This allows all students to access well-differentiated Quality First Teaching that is enhanced, where appropriate, through low level, short term interventions.

Students who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be students with SEND.

6.3 Examples of Curriculum Access and Provision

Where students are underachieving and/or identified as having high incidence (low need) special educational needs, the college meets these additional needs in a variety of ways:

- Thumbnails are used where appropriate to highlight effective differentiation within the classroom
- Teachers differentiate learning activities and curriculum as part of Quality First Teaching
- Targeted additional group support group and, where appropriate, individual support
- Additional intervention where appropriate

- Environmental adjustments
- Differentiation of curriculum resources
- Adapted curriculum pathways
- Intervention

6.4 Monitoring and Evaluation of progress

Student progress is evaluated via:

- Ongoing assessment of academic progress against student targets (these are shared via data collections 2 times per year)
- Regular analysis of behavioural data
- Regular analysis of attendance data
- Informal feedback from all staff
- Student and parent voice discussed within SEND reviews
- Reports shared from professionals or external agencies

6.5 Additional SEND Support provision, monitoring and review using college's delegated additional needs funding

Students who are on the SEND register will be categorized as either SEND support (K) in line with the Children and Families Act 2014 and the SEND Code of Practice 2015 or will be recognized as having an EHCP (E). Meetings with parents will occur in relation to their child's SEND at appropriate times throughout the year.

Each school has a notional SEN budget as part of the overall funding it receives. This is called notional because it is not a ring fenced budget and the Education and Skills Funding Agency (ESFA) gives the freedom to make their own decisions about how much to spend on SEN support to support student progress and meet individual needs, we will use SEN funding as part of our resource allocation, which may include other sources of funding where appropriate e.g. Pupil Premium, Pupil Premium Plus or Catch up Premium.

In addition to the assessment, provision and monitoring for all students, our approach to SEND support is as follows. Please note that we do employ a graduated approach, and each stage may require multiple cycles to gather the right information:

- Professional development is delivered to staff regularly to support them to identify barriers affecting learning. Where barriers are identified – high quality first teaching will be used to address these barriers. As there is not one universal strategy for all, this may require trials of different strategies and approaches;
- If concerns persist despite Wave 1 intervention, the pastoral team will complete further investigations and implement further support from the universal offer.
- If the pastoral team identifies persisting barriers, they may request for SEND involvement. The Individual Support Plan (ISP) will be reviewed and it will be evaluated whether the student requires support that is “additional to” or “different from” a well differentiated curriculum offer

- Additional SEND support will be in place when a student's needs require intervention which is "additional to" or "different from" the well differentiated curriculum offer
- We will use the latest LA's guidance on SEND descriptors
- Student needs and supporting strategies will be shared with staff via a Thumbnail
- We will agree SMART targets (outcomes) towards long, medium and short-term outcomes that are reviewed with parents and their child as appropriate (on an Individual Support Plan)
- Our Individual Support Plans (ISPs) are used to record student strengths, needs, provision and reviews They are seen as working document which can be constantly refined and amended
- Our ISPs will be accessible to all those involved in their implementation – students should have an understanding and ownership of their support and target outcomes
- Target outcomes for an ISP will be arrived at through:
 - *discussion, wherever possible, with parents/carers
 - *teachers, support staff and the student involvement
 - *discussion with other practitioners as appropriate
 - *classroom observations by the college's Special Educational Needs and Disability Co-ordinator (SENDCO) and other senior leaders (as appropriate)
- Target outcomes will be time-limited – at review, there will be an agreed "where to next?"
- Our ISPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time

Where the student's pastoral team, SENDCo and parent agree that the student has made good progress, it may be appropriate for needs to be met through effective class-based strategies, resources and whole college interventions and assessment. In this instance, the student would no longer be recorded as being in receipt of SEND Support.

Where a student is removed from the SEND register, they will be placed on the Monitoring register for a term to ensure that progress without SEND support is sustained.

Section 7 Request for Statutory Education, Health & Care Assessment

For some students with SEND, despite the college, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made.

When additional support is required to support a student with SEND, including specialist equipment and/or access to a high level of staffing, we will fund this as part of our additional SEND support.

Students with no SEND but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the college from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our college will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some students, additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. In these cases, the SENCo will complete a minimum of 3 cycles of Assess, Plan, Do, Review in order to evidence the higher level of need required. This can then be submitted as part of the Education and Health Care Needs Assessment to explore whether further support and funding can be accessed to meet the student's needs.

Section 8 Educational Health and Care Plans

Students with an Education Health and Care Plan (post September 2014) will have access to all arrangements for students in receipt of SEND Support and, in addition to this, will access additional provision as outlined in their plan. Provision will be reviewed each year during an Annual Review. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2015.

Section 9 Supporting Students at College with Medical Conditions

Some students in our college have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the college will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

Section 10 Effective Transition

For all students, we will ensure early and timely planning for transfer into our school, within our college year groups and onto the next phase of education.

When students are placed within our college, the transition plan for the year will be shared with our feeder schools.

When students are due to leave our college, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

We will discuss transition needs of all students with an Education Health and Care Plans at their statutory Annual Reviews.

A transition plan will be produced and shared with the family with the involvement of the receiving school.

For student with an Education Health & Care Plan in transition years, the SENDCo or appropriate SEND staff will support the effective transition by responding to consultations, implementing an enhanced transition plan and attending annual reviews where possible.

Section 11 Admission Arrangements

No student will be refused admission to college on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the Academy).

Section 12 Accessibility and Exam Access Arrangements

The statutory examinations our students take are designed to be accessible to the majority of students in the specified amount of time without any modification. In the case of students with SEND, they may be eligible for access arrangements.

Access arrangements are not dependent on effort or ability and are put in place to ensure that your child is not affected by a barrier which would cause a disadvantage comparatively with other students. For example, the time it takes to process information, their speed of reading or speed of writing.

Within Key Stage 3, we will make an evaluation of the evidence and decide whether the child meets the threshold for access arrangements at this time. You will be informed if informal arrangements will be implemented for your child. Please not that these arrangements are not guaranteed to continue into Key Stage 4.

At GCSE level, access arrangements can only be implemented where a student meets the criteria outlined by the Joint Council for Qualifications (JCQ) and these arrangements are implemented as their normal way of working. Access arrangements cannot place a student at a disadvantage but are designed to prevent the student from being placed at a disadvantage.

We have systems in place to support the identification of students who require access arrangements. If you have concerned that your child may require additional access arrangements – please contact your child’s teacher or form tutor who can begin this process.

If it is deemed appropriate for access arrangements (extra time, reader, scribe etc.) to be put in place for a student then they will be assessed by a person holding the required qualification (CPT3A) and an application will be submitted. We will update you of the outcome. Access arrangements will be implemented as the normal way of working.

Section 13 Storing and Managing Information

Our College aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill.

Section 14 Complaints

If you wish to raise a concern about the provision for students with SEND – please share your contact in writing or via email to Mrs S Proud - SENDCo (sproud@horizoncc.co.uk) and Mrs K Rogers - (kr Rogers@horizoncc.co.uk). The issue will be investigated and a response will be returned within 1 week from the receipt of the issue.

If this does not resolve the issue, the HCAT Complaints procedure should be followed. The complaints procedure can be accessed on the Horizon Community College Website under Procedures and Policies.

Section 15 Links with Other Services

Effective working links are maintained with:

- Educational Psychology Service
- Social, Communication and Interaction Team
- Speech and Language Therapy Team
- The Special Educational Needs Team: 01226 773966
- SENDIASS
- Attendance & Pupil Welfare Service
- Virtual School for Children in Care
- Children with Disabilities Team
- Occupational Therapy Team

- Thrive
- Education Health Care Coordinators
- BMBC SEND Improvement
- Inclusion Quality Mark

Section 16 Information on where Barnsley's Local Authority's Local Offer is Published

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-local-offer/>