



Outcomes  
First Group

# SEND Policy at Syon Manor College

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## 1.0 INTRODUCTION

***“A good teacher needs to tailor his/her teaching method to the child. To be successful, the teacher has to be gently insistent. A good teacher knows how hard to push. To be successful, the teacher has to intrude into the autistic young learner’s world.” Temple Grandin, 1998***

Syon Manor values the abilities and achievements of all its learners and is committed to providing, for each student, the best possible environment for learning. All learners at Syon Manor have Autism and complex needs and therefore all our learners have an Education Health & Care plan and are subject to the provisions of this policy. The College’s Curriculum and Clinical Handbook sets out how we support our learners.

**Implementation:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

## 2.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Young Learners have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Young Learners have learning difficulties if they:

- a) Have a significantly greater difficulty in learning than the majority of Young Learners of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for Young Learners of the same age in Colleges within the area of the local education authority
- c) Are under compulsory College age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special education provision means educational provision which is additional to, or different from, the educational provision made generally for Young Learners of their age in colleges maintained by the LA, other than special Colleges, in the area. All our learners attend Syon Manor because it has been identified that their needs cannot be met within their Local Authority provision

## 3.0 THE SEN AIMS OF THE COLLEGE

- To provide a differentiated curriculum appropriate to the individual’s needs and ability
- To ensure that all learners have access and participate as much as possible in all College activities.

- To ensure that parents and carers of learners are kept fully informed of their young learners progress and attainment to ensure that learners are involved, where practicable, in decisions affecting their future SEN provision.

Whilst many factors contribute to the range of difficulties experienced by our learners, we believe that much can be done to overcome them or lessen their impact, by parents, teachers and learners working together to achieve each young person's set outcomes.

#### **4.0 ROLES & RESPONSIBILITIES**

- Provision for the learners is a matter for the College as a whole. The Principal and all other members of staff have important day-to-day responsibilities.
- The Regional Director, supported by the Principal and Assistant head teachers have responsibility for the day to day management of all aspects of the College's work.
- All education staff are involved in the development of the College's policy and are aware of the College's procedures for making SEN provision, and monitoring and reviewing that provision in line with the set guidance in the Code of Practice.

#### **5.0 COLLEGE ADMISSIONS & INCLUSION**

Syon Manor is set up to meet the specific needs of learners with Autism and complex needs. Syon Manor believes that the admissions criteria should not discriminate against learners with SEN and has due regard for the practice advocated in the revised Code of Practice 2014, in that all Colleges should admit learners with already identified special educational needs. Please refer to our Admissions Policy and Procedures for more information

#### **6.0 PARTNERSHIP WITH PARENTS**

Syon Manor firmly believes that partnership with parents plays a key role in promoting a culture of cooperation between parents, Colleges, Local Authorities and any other external agencies. This is important in enabling our learners to achieve their potential.

Parents should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their young learners' education and supporting them to achieve their outcomes
- Have knowledge of their young learners' entitlement within the SEN framework
- Make their views known about how their young person is educated
- Have access to information, advice and support during assessment and any related decision-making
  - Understand the processes about special education provision

When learners are “looked after” by the local authorities, every effort is made to ensure that parents are encouraged to continue to play an active role in their Young Learners’ education

## 7.0 SEND EDUCATIONAL SUPPORT AND CURRICULUM OFFER

As a post 16 provision, SMC follows PfA Framework that being supported towards greater independence and employability and can be life-transforming for learners with SEND. We provide education and training that equips learners with the knowledge, skills, and behaviours necessary to progress into adult life.

Under Preparing for Adulthood Framework. SMC plans, manages and reviews SEND provision across the following four broad areas:

**Employability and/or Further/Higher education** - this includes exploring different employment options, such as higher education

**Good Health and wellbeing** - being as healthy as possible in adult life

**Independence and Independent living** - this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living

**Community and Friendships** – this includes participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community

We provide a broad and balanced curriculum that delivers high quality education and training that equip learners with the knowledge, skills, and behaviours necessary to progress into adult life. We also offer a wide choice across a broad curriculum, consisting of academic, vocational and life skills to support SEND needs. The curriculum is designed to challenge, be age-appropriate and focus on SEND learners achieving their outcomes through various pathways, educational, social, and enrichment activities in line with their EHCP. Each SEND learner has a personalised educational journey aligned with their EHCP and learning needs. Our curriculum is designed with flexibility and customisation in mind, offering the following key components:

- **Subject Options:** Students are given various options, promoting independent choice and ownership of their career pathways.
- **Therapeutic Integration:** Therapy is embedded into daily routines, and timetables are adapted to meet the specific needs outlined in students’ EHCPs. Clinical professionals are integrated into the school’s daily operations to support learners’ emotional and physical well-being.
- **Small Class Sizes:** With small classes, teaching and learning are highly personalised and this enables staff to address each student’s academic and social needs, ensuring high-quality education.
- **Career Lead Support:** Our careers lead works closely with learners to prepare them for future employment and life.
- **Regular Observations and Training:** Staff receive continuous professional development (CPD) training to maintain high teaching standards. Peer learning walks, lesson observations, and subject moderation meetings ensure the curriculum is effectively delivered.
- **Teaching and Learning Approaches:** Staff employ various teaching styles, utilising technology and a different classroom approach. Learning also occurs outside the classroom in community settings. As part of the teaching and learning approaches at Syon Manor College, staff use various communication methods, including Makaton, visual aids, and assistive devices, to meet the diverse needs of students. Staff are regularly trained to incorporate adaptive teaching techniques, mastery of learning principles, and strategies that support students in developing metacognition. By implementing the following adaptive strategies in lessons, SMC’s education and training ensures that lessons are accessible and tailored to individual needs, promoting student engagement and practical learning.

- Deliver teaching and learning by applying differentiated.
- Follow Person-centre approach to meet individual's needs
- Set high expectations
- Plan structure lesson with stretching and challenging work
- Use appropriate assessment by flowing a graduated approach i.e. Assess, Plan, Do, Review to set targets and this is ongoing process throughout the academic year to measure learners' progress.
- Plan lessons to ensure that there are no barriers involves for learners achieving their goals.
- Be responsible and accountable for the progress and development of the learners in their class, including where access support from teaching assistants or specialist staff.

SMC support learners to improve their independence, confidence and where appropriate employability skills to live meaningful lives through our holistic approaches and an adaptive college environment.

All our EHCP learners benefit from our clinically led, person-centred, bespoke approach designed to meet the needs of everyone. Lessons are delivered by specially trained teachers or vocational instructors, supported by teaching assistants, who ensure every student receives the direct support they need to thrive and achieve. Our in-house multi-disciplinary team, comprising a speech and language therapist, occupational therapist and other therapeutic staff, provide further support for our students.

All learners have individual learning plans which map out their profiles of need, as well as their long-term goals. Also, all our learners have either Education Health Care Plans (EHCPs)/ Statement of SEN, which contain outcomes that they will work towards in an educational, independence and social context.

## **8.0 STUDENT PARTICIPATION**

Where possible, learners at Syon Manor participate in all the decision-making processes that occur in education, including the setting of learning targets, behaviour support plans and contributing to the annual review and transition processes. Some learners at Syon Manor might have severe communication difficulties, therefore, ascertaining their views may not always be easy, but the principle of seeking and considering the ascertainable views of the young person is important.

## **9.0 ASSESSMENT & PROVISION**

Provision for learners with special educational needs is a matter for the College as a whole. At Syon Manor teachers and tutors deliver a range of bespoke subjects in ways that meet the learning requirements of the learners. Assessment against the examination boards specifications enables the College to consider individual student attainment and progress.

All learners at Syon Manor have short-term targets which are devised on an annual basis at the annual review meeting. These short-term targets are steps towards the student achieving the long-term outcomes as stated in the student's Statement of SEN/Education Health and Care Plan.

Strategies for ensuring a learners' progress will be recorded in an appropriate college attainment software.

## **10.0 ANNUAL REVIEW**

Education Health and Care Plans are reviewed at least annually. Annual reviews focus on what the student has achieved, what the next steps are for the pupil, reviewing the strengths and needs of the pupil and addressing any areas of difficulties that need to be resolved.

The Annual Review should:

- Assess the young person's progress towards meeting the objectives/outcomes as specified in their SEN statement/EHCP.
- Review special educational provision made for the student.
- Review current levels of attainment in all subject areas
- Consider the continuing appropriateness of the statement/EHCP
- Set new targets for the coming year

The principal initiates the review process, sets a date and invites attendees. The principal can delegate to a qualified teacher at the College any or all the duties and functions given to them in the regulations.

In preparing for the review meeting, the principal must request written advice from:

- Student's parents
- Therapy involvement (as specified within provision)
- Anyone specified by the authorities
- Anyone else the principal considers appropriate

The principal must also circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting.

The review report is prepared by the class teacher. The Speech and Language and Occupational Therapists will also write a contribution for each annual review and where necessary written advice will be prepared by the Clinical Psychologist.

The Annual Review meeting is chaired by a member of the Senior Leadership Team.

The Principal provides the Local Authority with a report following each Annual Review meeting within 15 days of the meeting being held. The report summarises the outcome of the review meeting, setting out the Principals assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

### **Annual Reviews Post 16.**

Careers advice and guidance is offered to all learners at Syon Manor College and all following years until they leave Syon Manor College. The purpose of this service is to support and educate the student of the options available to them post education, such as progressing into the higher education sector, work-based training or employment. Each learner is given an opportunity to express their views and aspirations and is supported to understand what next steps are required to achieve these goals.

A transition plan is compiled and incorporates the views of the pupil and their parent/carer. The plan is attached to the annual review document and is subsequently reviewed in the annual review meeting. This document is used by all professionals involved to inform the pupil's next set of outcomes and to support them to achieve their aspirations.

## **11.0 LINKS WITH EXTERNAL AGENCIES**

The College recognises the important contribution that external support services make in assisting to identify, assess, and provide for our learners. We welcome multi agency meetings to ensure that the pupil is receiving the maximum support available.

Important links are in place with the following organisations: Local Authorities Specialist services, Young Learners and Adolescent Mental Health service, Adult Mental Health Services and Social Services.

The SLT will review this policy each year and it will be updated, if there are any changes to the information during the year. It will be approved by the governing board.





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