

The Harington Scheme Special Educational Needs & Disability (SEND) Policy

1. Purpose

This policy sets out how Harington ensures that students with special educational needs and disabilities (SEND) are effectively supported to access education, achieve positive outcomes, and prepare for adulthood.

The purpose of this policy is to provide a clear framework for inclusive practice across Harington, ensuring that all students receive provision tailored to their individual needs, strengths, and aspirations. It supports high expectations for progress, independence, and participation, while promoting consistent, high-quality SEND practice across all staff.

Harington is committed to delivering a person-centred approach that places each student at the centre of planning and decision-making. The organisation seeks to enable students to develop the skills they need for employment, independent living, and active participation in their communities. It also works in partnership with families, local authorities, and external agencies to ensure coordinated and effective support.

This policy is informed by the SEND Code of Practice and reflects current best practice in post-16 SEND provision.

2. Range of Special Educational Needs

Harington supports students across the four broad areas of special educational needs and disabilities (SEND): communication and interaction, cognition and learning, social, emotional and mental health (SEMH), and sensory and/or physical needs.

The majority of students have an Education, Health and Care Plan (EHCP), and provision is individually tailored to meet the outcomes identified within their plan. Support is designed to

reflect each student's strengths, needs, and aspirations, enabling them to make progress towards their educational and longer-term goals.

Accessibility is considered across all aspects of provision, and reasonable adjustments are made wherever required to ensure students can participate fully. In some specialist learning environments, such as horticulture provision, individual risk assessments may be undertaken to ensure that the setting is appropriate and safe for the student's needs.

Many students present with multiple and overlapping needs. Harington adopts a holistic approach to planning and delivering support, recognising the interaction between different areas of need and ensuring that provision is coordinated and responsive.

3. Areas of Need

3.1 Communication and Interaction

Some students may experience speech, language and communication needs (SLCN), including autism spectrum conditions. Harington supports these students through the use of total communication approaches, including Makaton, visual supports, assistive technology where appropriate and access to Speech and Language Therapy. Structured teaching strategies are used to provide clarity and consistency, while opportunities are embedded throughout the curriculum to develop social communication skills and build confidence in a range of settings.

3.2 Cognition and Learning

Students may have moderate to severe learning difficulties and require additional support with literacy, numeracy, processing information, retaining new learning and generalising skills across different contexts. Teaching is adapted to meet individual needs through the use of appropriate scaffolding, differentiated learning activities and practical, experiential approaches that promote understanding, independence and the application of learning in real-life situations.

3.3 Social, Emotional and Mental Health (SEMH)

Some students may experience anxiety, difficulties with emotional regulation or other social, emotional and mental health needs. Harington provides structured routines and predictable learning environments that help students feel safe and secure. Support focuses on developing self-regulation strategies, with access to pastoral and therapeutic support where appropriate.

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Building resilience, confidence and independence is a key aspect of Harington's preparation for adulthood programme.

3.4 Sensory and/or Physical Needs

Students may have physical disabilities or sensory impairments that require additional support to access learning and college life. Harington makes reasonable adjustments to remove barriers to participation and uses specialist equipment, resources and strategies where required. Harington works collaboratively with external professionals, including sensory impairment services and other specialists, to ensure that students receive appropriate support and can participate as fully as possible in all aspects of their programme.

4. Roles and Responsibilities

4.1 Senior Leadership

The CEO/Principal has overall responsibility for the quality of SEND provision across Harington. This includes ensuring that statutory duties are fulfilled, monitoring student progress and outcomes, and maintaining strategic oversight of safeguarding to ensure that all students are supported in a safe and inclusive environment.

4.2 SENCO / EHCP Coordinator

The SENCO/EHCP Coordinator is responsible for coordinating Education, Health and Care Plan (EHCP) processes, including Annual Reviews, and ensuring that provision meets each student's identified needs and agreed outcomes. The role also includes providing guidance and support to staff on effective SEND practice, and working closely with families, local authorities and external professionals to ensure a coordinated approach to student support.

4.3 Teaching Staff

Teaching staff are responsible for delivering personalised learning programmes that meet individual student needs and support progress towards agreed outcomes. They monitor students' progress on an ongoing basis, contribute to reviews and written reports, and maintain regular communication with families and carers to ensure that support remains responsive and effective.

4.4 All Staff

All staff share responsibility for creating an inclusive learning environment. They are expected to understand the individual needs of the students they support, deliver inclusive teaching and learning opportunities, and remain vigilant in identifying, recording and reporting any safeguarding concerns in accordance with Harington's safeguarding procedures.

4.5 Trustees

Trustees, through the Quality and Standards Committee, provide strategic oversight of the quality of SEND provision and student outcomes. They are responsible for ensuring that safeguarding arrangements are effective and for holding senior leaders to account for the organisation's performance, compliance and continuous improvement.

5. Student and Parent Voice

Harington values the views and experiences of students and their families and recognises their important role in shaping effective provision. A person-centred approach is embedded throughout planning and review processes, ensuring that students' aspirations, preferences and strengths are central to decision-making.

Students and parents/carers are actively involved in review processes, including Annual Reviews of Education, Health and Care Plans (EHCPs). They contribute to setting outcomes, identifying next steps and evaluating the effectiveness of the support and provision in place. Harington also seeks regular feedback from students and families to inform continuous improvement and ensure that provision remains responsive to individual needs.

Students are encouraged and supported to develop independence, build self-advocacy skills and participate as fully as possible in decisions about their learning, support and future aspirations.

6. External Agencies

Harington works collaboratively with a range of external professionals and specialist services to enhance the support available to students with special educational needs and disabilities. This may include Speech and Language Therapy, mental health and counselling services, and specialist SEND advisory services, alongside other professionals whose expertise contributes to meeting individual student needs.

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External involvement is coordinated to ensure that support is integrated, timely and focused on achieving positive outcomes for students. Professional advice is used to inform individual planning, strengthen provision and support staff development, enabling Harington to maintain high-quality, evidence-informed practice.

7. Staff Training and Resources

Harington is committed to ensuring that all staff receive ongoing professional development that reflects the needs of its student population and promotes high-quality inclusive practice. Training is regularly provided on SEND-specific strategies, communication approaches such as Makaton, and safeguarding and wellbeing, enabling staff to deliver effective, person-centred support. Staff are expected to demonstrate a commitment to their ongoing professional development through attending training that is provided.

Resources are reviewed on a regular basis to ensure they remain appropriate, accessible and effective in meeting students' needs. This includes the evaluation and use of assistive technology and other specialist equipment or learning resources that support students to access learning, develop independence and achieve positive outcomes.

8. Safeguarding

Safeguarding is a fundamental priority at Harington, and the organisation recognises that students with special educational needs and disabilities may be at increased risk of harm, abuse or exploitation. All staff share responsibility for promoting students' welfare and creating a safe, supportive and inclusive environment.

Harington maintains robust safeguarding procedures, supported by regular staff training and a strong culture of vigilance and accountability. Safeguarding concerns are recorded, monitored and managed through effective systems, including Databridge, ensuring that concerns are identified promptly and responded to appropriately in line with statutory guidance.

The curriculum also plays an important role in safeguarding by helping students to understand potential risks, make informed decisions and develop the knowledge and skills they need to keep themselves safe both within the college and in the wider community.

9. Outcomes and Impact

Harington regularly evaluates the effectiveness of its SEND provision to ensure that students receive high-quality support and achieve positive outcomes. Monitoring includes reviewing student progress and achievement, progress towards Education, Health and Care Plan (EHCP) outcomes, and the extent to which students achieve their aspirations for employment, further education, independent living and community participation. Feedback from students and parents/carers is also used to evaluate the quality and impact of provision and to inform continuous improvement.

A strong emphasis is placed on preparation for adulthood throughout all programmes. Harington is committed to supporting students to develop the skills, confidence and experience needed to progress into meaningful employment, further education, greater independence and active participation in their communities. Employment pathways form a key element of this approach and are integrated into individual planning and curriculum delivery wherever appropriate.

10. Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Teaching, Learning and Assessment Policy
- Equality, Diversity and Inclusion Policy
- Teaching, Learning and Assessment Policy