The Westminster Specialist College

2025/2026

SEN Policy

Approved by Board of Governors on:	**14/10/2025**
Head of College:	O Flowers
Lead Personnel:	**B Taylor**
Date of Review:	**September 2026**

1. Introduction

The Westminster Specialist College provides education and training for learners aged 19–25 with Education, Health and Care Plans (EHCPs). The College operates an inclusive model of post-19 provision which recognises that each learner has unique strengths, aspirations, and support needs. This Special Educational Needs (SEN) Policy outlines how the College meets its statutory duties under the Children and Families Act (2014) and the SEND Code of Practice (2015) to identify, assess, and support learners with special educational needs and/or disabilities.

2. Purpose

The purpose of this policy is to ensure that every learner with SEN at the Specialist College has access to a curriculum that promotes independence, employability, and personal development. It ensures staff work collaboratively with learners, parents, carers, and partner agencies to deliver personalised learning programmes in line with each learner's EHCP outcomes.

3. Principles and Aims

The Westminster Specialist College is committed to the following principles:

• Inclusion – every learner is entitled to access a high-quality education in an environment that promotes dignity, equality, and respect.
• Person-centred planning – all learning and support are designed around individual strengths, preferences, and aspirations.
• Partnership – collaboration between learners, families, local authorities, and external agencies underpins effective support.
• Preparation for adulthood – teaching and support focus on developing skills for employment, independent living, and community participation.
• Evidence-based practice – approaches to teaching and support are informed by research and professional guidance, including Universal Design for Learning (CAST, 2018) and Rosenshine's Principles of Instruction (2012).

4. Identification and Assessment of Need

All learners attending the Westminster Specialist College have an Education, Health and Care Plan (EHCP) which identifies their primary and additional needs. The College uses this as a foundation to develop a detailed learner profile and support plan at the point of entry. Initial and baseline assessments are conducted to establish each learner's starting points in Functional Skills, communication, social and emotional skills, and vocational ability.

Ongoing assessment is embedded throughout the academic year and informs planning, differentiation, and support adjustments. Review meetings take place at least annually, involving learners, families, and professionals, in accordance with the SEND Code of Practice (2015)

5. Teaching, Learning and Support

Teaching and learning at the College are fully inclusive and differentiated to meet the range of needs present within the cohort. Strategies are grounded in Universal Design for Learning principles, ensuring that content, process, and outcomes are accessible to all learners.

Support may include the use of assistive technology, visual supports, small-group instruction, and additional adult support within the classroom or workplace.

The College curriculum includes accredited and non-accredited learning pathways such as Functional Skills English and Maths, Personal and Social Education (PSE), and vocational learning through DFN Project SEARCH. The Project SEARCH model provides a framework for immersive workplace learning, job coaching, and skills development tailored to the needs of learners with SEND.

6. Reasonable Adjustments and Accessibility

In accordance with the Equality Act (2010), the College is committed to making reasonable adjustments to ensure all learners can access teaching, learning, and assessment. Adjustments may include adaptations to materials, flexible assessment methods, accessible technology, and support for communication and mobility. Accessibility plans are regularly reviewed to ensure continued compliance and responsiveness to learners' evolving needs.

7. Partnership Working

The College works in close partnership with families, local authorities, health professionals, and external organisations to ensure holistic support for learners. Multi-agency collaboration is particularly significant within the DFN Project SEARCH model, where host employers, job coaches, and college staff work together to deliver consistent and effective support both in educational and workplace settings.

The College also liaises with social care providers and employment agencies to support smooth transitions into adult life and sustained employment outcomes.

8. Staff Training and Development

All staff receive ongoing professional development in special educational needs and disabilities, inclusive pedagogy, and positive behaviour support. Specialist training includes:

- Understanding of autism, ADHD, and social communication differences.
- Strategies for supporting sensory needs and emotional regulation.
- Training in supported employment, job coaching, and reasonable workplace adjustments.
- Awareness of the Mental Capacity Act (2005) and Care Act (2014) as they apply to learners aged 19–25.
- Safeguarding adults and promoting wellbeing within post-19 provision.

9. Legislative and Policy Framework

This SEN Policy is informed by and compliant with the following key legislation and statutory guidance:

- Children and Families Act (2014)
- SEND Code of Practice (2015)
- Equality Act (2010)
- Care Act (2014)
- Mental Capacity Act (2005)
- DFN Project SEARCH Quality Framework
- Education Act (1996) and associated regulations

10. Monitoring and Evaluation

The implementation of this policy is overseen by the Senior Leadership Team and the Governing Board. Effectiveness is measured through the College's Quality Assurance and Monitoring Cycle, which includes lesson observations, learner reviews, and EHCP outcome tracking. Feedback from learners, staff, and parents is used to inform ongoing development and improvement of SEN practice.

11. Policy Review

This policy will be reviewed annually by the College Leadership Team and approved by the Governing Board. Updates will reflect changes in legislation, guidance, or best practice to ensure the College remains compliant and responsive to the needs of learners.

The review date for this policy is **September 2026**