SEND

Policy

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Applies to	All team members across all Pinc College
Policy owner	Chief Student Experience Officer
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Introduction

Pinc College is committed to delivering holistic, life-changing education for neurodivergent young people aged 16-25, enabling them to achieve their full potential and prepare successfully for adulthood. Our approach is underpinned by the values of Pinc College, our inclusive culture, and the Pinc Methodology, which places the individual student, their strengths, aspirations, wellbeing, and support needs at the centre of all practice.

Through creative, project-based learning and authentic workplace experiences within cultural and museum environments, we support students to develop confidence, independence, self-advocacy, employability skills, and positive futures. We believe that every student has unique strengths and potential, and we are committed to creating an environment where these can be recognised, nurtured, and celebrated.

Policy Intent and Scope

Pinc College is committed to providing an inclusive, high-quality educational experience for all students with Special Educational Needs and Disabilities (SEND). We recognise that every learner is unique and are committed to ensuring that appropriate support, reasonable adjustments, and personalised learning opportunities are in place to enable students to achieve positive outcomes, develop independence, and prepare successfully for adult life.

This policy outlines the college's approach to identifying, assessing, planning for, and meeting the needs of students with SEND. It applies to all students, staff, governors, volunteers, contractors, and partner organisations involved in the delivery of education, support, and enrichment activities at Pinc College.

The college adopts a person-centred approach through the Pinc Methodology, placing the views, aspirations, strengths, and intended outcomes of each student at the heart of decision-making. We work collaboratively with students, families, local authorities, health professionals, employers, and other agencies to ensure that support is coordinated, effective, and focused on successful preparation for adulthood, including employment, independent living, community participation, and maintaining good health and wellbeing.

This policy has been developed in accordance with the statutory duties and guidance applicable to post-16 education providers and has regard to:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 Years (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Education Act 1996

- Care Act 2014
- Human Rights Act 1998
- Keeping Children Safe in Education (current statutory guidance)
- Working Together to Safeguard Children (current statutory guidance)
- Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments (where applicable)

Through this policy, Pinc College seeks to:

- Promote equality of opportunity, participation, and achievement for all students.
- Ensure students with SEND can access a broad, balanced, ambitious, and meaningful curriculum.
- Identify and respond to individual needs at the earliest opportunity.
- Provide appropriate support, interventions, and reasonable adjustments.
- Enable students to develop independence, confidence, resilience, and self-advocacy skills.
- Work collaboratively with families, local authorities, employers, and external professionals.
- Support successful transitions into employment, further education, supported internships, volunteering, independent living, and community participation.
- Promote the wellbeing, safety, and achievement of all students.

Pinc College believes that high aspirations, personalised support, and meaningful real-world learning experiences enable young people to thrive, contribute positively to their communities, and achieve their individual goals.

Pinc College and SEND Provision

Pinc College is a specialist post-16 provision for neurodivergent young people. All students attending the college are identified as having Special Educational Needs and/or Disabilities (SEND), and all have an Education, Health and Care Plan (EHCP).

We support students who experience needs across the four broad areas identified within the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

As a specialist college, we are committed to delivering high-quality, inclusive teaching that is differentiated, personalised, and responsive to individual strengths and needs. We maintain high

expectations for all students and support them to achieve ambitious academic, personal, social, and employability outcomes.

Our curriculum combines project-based learning, creative practice, and real-world work experiences, enabling students to apply their learning within authentic environments. Through this approach, students develop the skills, confidence, and independence required for adulthood and future employment.

The college recognises the importance of person-centred practice and, in line with the SEND Code of Practice, ensures that students are actively involved in decisions relating to their education, support, and future aspirations. Students' views, wishes, and feelings are considered at every stage of planning, review, and transition.

We ensure that all teamare equipped to meet the needs of our students through a structured programme of professional development, training, and reflective practice. This includes training in neurodiversity-affirming approaches, communication strategies, reasonable adjustments, safeguarding, wellbeing, and inclusive teaching practices.

Our aim is to provide every student with an exceptional educational experience within an inspiring and supportive learning environment, enabling them to achieve their full potential and make successful progress towards their intended outcomes and preparation for adulthood.

This policy reflects our commitment to ensuring that every student receives the support, opportunities, and encouragement needed to participate fully in college life and achieve positive long-term outcomes.

Identification, Assessment and Review of Need

Pinc College adopts a person-centred and outcomes-focused approach to identifying, assessing, planning for, and reviewing students' special educational needs and disabilities (SEND).

Prior to admission, the college gathers information from students, families, local authorities, previous education providers, Education, Health and Care Plans (EHCPs), and other relevant professionals. This information helps ensure that appropriate support arrangements and reasonable adjustments are planned from the outset.

On entry to the college, each student completes a transition process that enables the college to develop a clear understanding of their strengths, aspirations, interests, support needs, and preferred ways of working. Individual support profiles are developed and reviewed regularly to ensure they remain relevant and effective.

Student progress is monitored throughout their programme through ongoing assessment, reviews of outcomes, attendance monitoring, learner voice activities, and regular discussions with students and

their families. Where additional needs are identified, the college will review support arrangements and make appropriate adjustments to provision.

The college recognises that needs may change over time and is committed to ensuring that support remains responsive, effective, and focused on enabling each student to achieve positive outcomes and prepare successfully for adulthood.

Education, Health and Care Plan (EHCP) Annual Reviews

Pinc College works collaboratively with students, families, local authorities, and relevant professionals to contribute to the Annual Review process for Education, Health and Care Plans (EHCPs).

Annual Reviews provide an opportunity to evaluate progress towards agreed outcomes, review the effectiveness of provision, consider future aspirations, and ensure that support remains appropriate to the student's needs.

The college will:

- Ensure that the student remains at the centre of the review process.
- Gather contributions from students, families, staff, and relevant external professionals.
- Review progress against outcomes identified within the EHCP.
- Identify any amendments required to provision, outcomes, or support arrangements.
- Consider progress towards preparation for adulthood outcomes.
- Submit review documentation to the relevant local authority within statutory timescales.

Reviews will be undertaken in a person-centred manner that promotes student participation, self-advocacy, and informed decision-making.

Preparation for Adulthood

Preparation for adulthood is central to the curriculum and ethos of Pinc College.

The college recognises that successful outcomes extend beyond academic achievement and include the development of the skills, confidence, knowledge, and resilience required for adult life.

Our programmes support students in the four areas of preparation for adulthood:

Employment and Meaningful Occupation

Students participate in authentic workplace experiences, project-based learning, industry engagement, volunteering opportunities, and employability activities designed to develop transferable employment skills and career aspirations.

Independent Living

Students are supported to develop independence, decision-making, self-management, travel awareness, financial understanding, and practical life skills appropriate to their individual goals and circumstances.

Community Inclusion and Participation

Students are encouraged to contribute positively to their communities, develop social connections, participate in cultural experiences, and build confidence in a range of social and professional settings.

Good Health and Wellbeing

Students are supported to develop an understanding of their own wellbeing, emotional regulation, physical health needs, and self-advocacy skills, enabling them to make informed choices throughout adulthood.

Through the Pinc Methodology, students are supported to understand their strengths, communicate their needs effectively, and develop the confidence to navigate future education, employment, and community opportunities.

Specialist Support and External Professionals

Pinc College is committed to ensuring that students have access to specialist advice, assessment, and intervention where required.

The college does not maintain an on-site multidisciplinary therapy team throughout the academic year. However, specialist support is commissioned from appropriately qualified external professionals when required to meet individual student needs.

This may include:

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists

- Mental Health Professionals
- Specialist SEND Consultants
- Medical Professionals

All team receive ongoing training in communication, interaction, sensory regulation, neurodiversity-affirming approaches, and inclusive practice.

Where specialist assessment, review, intervention, or reassessment is required, the college will work in partnership with families, local authorities, and external professionals to ensure appropriate recommendations are obtained and implemented.

Recommendations from specialist professionals are incorporated into support profiles, reasonable adjustments, curriculum planning, risk assessments, and wider student support arrangements as appropriate.

Reasonable Adjustments and Accessibility

Pinc College is committed to removing barriers to participation and ensuring that students can access all aspects of college life.

In accordance with the Equality Act 2010, the college will make reasonable adjustments to ensure that disabled students are not placed at a substantial disadvantage compared to their peers.

Reasonable adjustments may include:

- Adapted teaching approaches and materials.
- Alternative methods of communication.
- Assistive technology and specialist equipment.
- Environmental adaptations and sensory considerations.
- Adjustments to timetables and learning programmes.
- Examination access arrangements and reasonable adjustments.
- Additional support during transitions and work-based learning activities.

Adjustments are determined through consultation with students, families, and relevant professionals and are reviewed regularly to ensure they remain effective.

Student Wellbeing and Mental Health

Pinc College recognises the important relationship between wellbeing, mental health, engagement, and achievement.

The college promotes a culture in which students feel safe, valued, respected, and understood. We recognise that many students may experience challenges associated with anxiety, emotional regulation, mental health, social communication, sensory differences, or previous educational experiences.

The college is committed to:

- Promoting positive mental health and emotional wellbeing.
- Creating safe and supportive learning environments.
- Using neurodiversity-affirming and trauma-informed approaches where appropriate.
- Supporting students to develop emotional regulation and self-advocacy skills.
- Providing timely support and referrals where additional intervention is required.
- Working in partnership with families and external agencies to support wellbeing.

Student wellbeing forms an integral part of all educational planning and support arrangements.

Transition into and Beyond College

Pinc College recognises that effective transition planning is essential for successful outcomes.

Transition into College

Prior to enrolment, the college will work closely with students, families, local authorities, and previous education providers to:

- Gather relevant information.
- Identify support needs and reasonable adjustments.
- Develop transition plans.
- Facilitate visits and familiarisation opportunities where appropriate.
- Establish individual support profiles.

Transition Beyond College

Preparation for transition beyond college begins from the point of entry and forms a key part of annual review and curriculum planning.

The college supports students to explore and progress towards:

- Paid employment.
- Supported internships.
- Apprenticeships.
- Further or higher education.
- Voluntary work.
- Independent or supported living arrangements.
- Community participation opportunities.

Students are supported to develop the confidence, skills, and self-advocacy required to make successful transitions into adulthood.

TeamTraining and Professional Development

The quality of SEND provision is dependent upon a skilled, knowledgeable, and reflective workforce.

Pinc College is committed to ensuring that all team undertake regular professional development that supports effective and inclusive practice.

Training may include:

- SEND legislation and the SEND Code of Practice.
- Neurodiversity-affirming practice.
- Autism and communication strategies.
- Sensory regulation and environmental adaptations.
- Positive behaviour support and wellbeing.
- Safeguarding and mental health awareness.
- Equality, diversity, and inclusion.
- Preparation for adulthood and employability.

Professional development is reviewed regularly to ensure that team have the knowledge and skills required to meet the changing needs of students.

Monitoring, Quality Assurance and Review

Pinc College is committed to the continuous improvement of SEND provision.

The effectiveness of provision will be monitored through:

- Student progress and achievement data.
- Attendance and engagement measures.
- Destination and progression outcomes.
- Student voice and feedback.
- Parent and carer feedback.
- Annual Review outcomes.
- Quality assurance activities.
- Safeguarding oversight.
- Team development and reflective practice.

Findings from monitoring activities inform college improvement planning and help ensure that provision remains effective, inclusive, and responsive to student need.

This policy will be reviewed annually or sooner where changes in legislation, statutory guidance, or organisational practice require amendment.

Concerns, Complaints and Dispute Resolution

Pinc College values positive relationships with students, families, and stakeholders and is committed to resolving concerns promptly, fairly, and constructively.

Students and families are encouraged to raise any concerns at the earliest opportunity so that they can be addressed through discussion and partnership working.

Where concerns cannot be resolved informally, individuals may access the College Complaints Policy. Information regarding complaints procedures is available from the college and through the college website.

The college will work constructively with families, local authorities, and external professionals to achieve timely resolutions that remain focused on the best interests of the student.

The Pinc Methodology

The Pinc Methodology is the foundation of educational practice across Pinc College.

The methodology combines person-centred planning, neurodiversity-affirming practice, project-based learning, and authentic workplace experiences within cultural and creative environments. It is designed to recognise individual strengths, build confidence, develop independence, and support positive outcomes for adulthood.

Through the Pinc Methodology, students are provided with opportunities to:

- Learn within real-world environments.
- Develop communication and self-advocacy skills.
- Build confidence and resilience.
- Explore personal interests and strengths.
- Develop employability and workplace skills.
- Participate meaningfully within their communities.
- Prepare for successful transitions into adult life.

The methodology promotes high aspirations, personalised support, and meaningful participation, ensuring that every student is supported to achieve their full potential and realise their future ambitions.

Action	Purpose	Area of Responsibility	Procedure	References	Help Page
Assessing SEND Need.	Ensure suitability of PINC College for the student.	• Head of programme Dynamic Assessment • Teaching Team	• CAMPUS TEAM utilises daily structure. • CAMPUS TEAM uses comms guidelines. • Meet family/parents/outside agencies • Talk to student • Read EHCP • Talk to campus team • Discuss at attendance meeting	• Databridge • Sharepoint • SLCN folder	• Visual • SWEMWEBS assessment. • Taster Information Gathering Event Form • Enquiry Form

Supporting transition into PINC College	Ensure YP transition is planned and co-ordinated to aid settling and support from the start. Family are fully informed.	• Head of programme	• Consult information from previous setting. • Observe student at taster sessions. • Taster Information Gathering Sheet • Discussion – parent meeting • Taster session • Funding request • PMP to parent. • Phased transition plan where appropriate. • Familiarity • Initial baseline assessments	• Databridge • SharePoint • Previous setting. • Family • Local authority • Other agencies	• Taster Information Gathering Form • Parent discussion • Enquiry Form
Supporting transition out of PINC College	To ensure YP has an informed and planned transition with all relevant documentation completed, outside agency co-ordination and in studio support. Family are involved and informed.	• Head of programme • Campus Team	• EHCP review • Liaising with LA & other settings • Social Worker • 18+ adulthood action plan • Liaison with next educational setting where appropriate. • Careers Interview	• Social care • Local Authority • Parent/carer • Parents • Outside agency provision.	• Review Documentation. • Referral documentation.
Supporting transition within PINC College	To ensure YP knows what their next steps are and how things will be. To ensure worries and concerns are limited.	• Head of programme • Campus Team	• EHCP Review • 16+ adulthood plan • May need another funding request. • Careers Interview	• Parents • Liaison with LA to agree next programme	• Outcomes from their previous programme

Consult with parents and student	Ensure attendance reaches expectation. To review milestones & outcomes and make sure they are relevant and up to date. To review strategy for support. To review and celebrate progress. To plan next steps. Review placement suitability.	• Head of programme • Campus Team	• Mini Review • ILP Reviews • Half-term Reflection • EHCP annual review where appropriate. • Parent meetings	• Art teachers • Support team. • Parent/carer • Local Authority • Outside agencies	• Meeting documentation. • Attendance data. • Wellbeing data. • Evidence of each stage of RARPA
Delivering Teaching in a SEND way	To ensure the teaching approach supports YP need. Ensure additional therapy need is embedded within the teaching approach. Ensure YP is making progress towards EHCP outcomes and preparation for adulthood and the milestones and goals of the ESFA Study Programme.	• Head of programme • Campus Team	• Use comms guidelines • Universal strategies embedded into all delivery • Read profile • Visuals • Individualised Teaching approaches/ • Session goals • ILP • Lesson structure to meet need. • Evidence of RARPA approach	• Head of College	• Pedagogy •

Annual review	To ensure legal requirements are achieved. To ensure EHCP is meeting the needs of the YP. To ensure next steps and future planning is in place. To review progress made against outcomes.	• Head of programme • Assistant Head of Programmes	• EHCP review paperwork. • Databridge event logs • Profile • ILP • Termly reflections • Attendance and wellbeing report • Evidence or progress against study programme goals	• Parents • Relevant team members • Other agencies • Local authority • Careers advisor	EHCP flow chart EHCP spreadsheet

This policy and supporting documents will be reviewed every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Definitions and Glossary

Dynamic Assessment- involves continual observation
SEND - Any student who has had significant barriers in previous learning and needs a highly individualised approach. They must have an EHCP except in exceptional circumstance. All students aged 19 and over must have an EHC Plan
The legal definition of SEND is - A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
(a)has a significantly greater difficulty in learning than the majority of others of the same age, or
(b)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.
Specialist art college- We are a college who puts neurodiversity is at the heart of what we do.
Significant barriers- something that makes it impossible for something to happen or be achieved.
Post 16- We work with students who are 16+ and under 25 at the start of academic year, apart from Year 11 transition.
EHCP-Educational Health and Care Plan
Neurodiversity- describes neurological differences. It is often used in the context of autism spectrum disorder (ASD), as well as other neurological or developmental conditions such as ADHD or learning disabilities.
Individual Support- Tailored support embedded into teaching approach.
CAMPUS TEAM - Head of programme
SLCN- Speech, Language, Communication, Needs
Provision- Strategy/ESFA Study programme
Outcomes- Goal
YP- Young Person