GREENE'S COLLEGE OXFORD

Policy for Special Needs & Disabilities

This policy was adopted in August 2026.

This policy is due to be reviewed in August 2027.

The person responsible for the implementation of this policy is the College Principal.

It is the responsibility of the College's Governing Body to ensure that this policy is reviewed and updated annually.

At Greene's, we are committed to offering an inclusive programme of study to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with special educational needs

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(SEN) meet the definition of disability but this policy covers all these students. This policy should be read in conjunction with the other college policies.

Students have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Students with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them.

The specific objectives of our SEN policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities can join in with all the activities of the College
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and Greene's
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the College's SEND policy will be judged against the aims set out above. The College Principal and Academic Director are responsible for making provision for students with special educational needs.

The Greene's does not discriminate against students with special education needs or disabilities and its policies for Admissions and regarding Equal Opportunity provide guidance in this respect. Parents of a student with mobility difficulties, or students themselves seeking the admission, are advised to approach the College well in advance so that consultations can take place and Greene's will attempt to make arrangements as far as is practical taking into account its location, the construction of the buildings and the extent of our specialist knowledge.

Greene's is committed to early identification of special educational needs. Where relevant the following will be discussed with the student during the onboarding process

- the short-term targets set for or by the student
- the teaching strategies to be used
- the provision to be put in place

- when the plan is to be reviewed
- success and/or exit criteria

Students are encouraged to offer as much detail as possible in the "Special Educational Needs & Disabilities, Learning Support and Examination Access Arrangement" section in the Pre-admission Questionnaire. At the admission interview, the interviewer will discuss the details given and begin to assess what arrangements can put in place to support the student. Where necessary, the interviewer may make a referral to the College's Special Educational Needs Co-ordinator (SENCo) for a specialist assessment. In conjunction with the Principal and the Academic Director, the SENCo may specify elements to be added to the educational provision.

Where a student joins with an Education, Health and Care Plan (EHCP) in place, the SENCo will be actively involved in the admission process to ensure that the College is able to meet robustly all specified areas of need. The SENCo will maintain regular contact with all students on EHCPs to monitor their engagement with their programme.