

SEND Policy

(commonly referred to in college as
Additional Learning Support)

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1. Introduction

This policy should be read in conjunction with the SEND Procedures document. Additional learning support (ALS) will be provided to suit the needs of the learner and commonly informed by an education, health and care plan (EHCP), or an assessment by college ALS staff and/or information shared by the student or external professionals.

2. Policy statement

The college aims to provide for learners with additional support needs:

- a rich and challenging curriculum, in which learners can achieve their full potential
- the skills needed for their successful life beyond college.

For the purpose of this policy the college uses the definition of SEND as set out in the SEN Code of Practice (updated May 2015) as shown below. In doing so, it must be recognised that the college works with learners of all ages, and hence is broader than the reference to young person as stated below

'A [young] person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A young person has a learning difficulty or disability if he or she:

- a) Has significantly greater difficulty in learning than the majority of others of the same age' or*
- b) Has a difficulty which either prevents or hinders him or her from making use of the education facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

Learning difficulties can fall into one or more of the following categories:

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

The Equality Act 2010 defines a disabled person as someone who has: *a long term mental or physical impairment which has a significant impact on the person's ability to carry out normal day to day activities.*

3. Aim of Additional Learning Support

The college strives to:

- Ensure the earliest possible identification of additional support needs
- Establish clear systems for identifying and assessing learners who have additional support needs
- Support learners to take control of their own learning and to develop them as independent learners, providing a service that aims to remove barriers to participation and learning and employment

- Participate in local authority reviews of learners with SEND who have an EHCP
- Provide a supportive, constructive and well-coordinated level of service for all learners with a disability and/or learning difficulty working in partnership with young people and parents/carers, with external agencies e.g. Local Authority SEN team, Parent groups
- Ensure that lecturers have a responsibility for meeting individual learning needs of students with SEND and are fully committed to raising achievement.

4. Scope of provision

Additional learning support is provided in college in a variety of different ways and methods of delivery as follows:

- Specialist provision offering full and part time learning programmes for learners with learning difficulties and/or disabilities (e.g. Pathways and Foundation Learning). Learners on discrete courses are encouraged and supported to fully participate in mainstream college activities and actively encouraged to act independently and to plan, monitor and review their own progress through personal targets.
- Support through a range of means across college, for example small group in class support, additional 1:1 specialist lecturer support, paired support and assistive technology support.
- Additional support for learners on: franchise programmes of the college (e.g. Platform One), adult learners, traineeships and work based learning programmes.

All learners are given a learning programme that best matches their interests and needs, which will include additional learning support if appropriate. This support will be delivered in a number of ways including:

- Planning and carrying out ALS diagnostic assessments
- Cross college in class support as identified
- Specialist tutor support
- 1:1 or small group support outside of the course timetable
- Arrangements for exam concessions
- Adapting teaching materials to suit needs
- Provision of specialist equipment or resources
- Provision of assistive technology, for example, screen readers, mind mapping software (Inspiration), visual software e.g. Zoomtext
- Sensory support
- Personal care support
- Arrangements for further specialist interventions where applicable (e.g. occupational therapy, speech and language therapy)

- Transition work with the special schools to plan for a smooth move to post 16 provision
- Training and resources for teaching and support staff working with learners with disabilities/specific learning difficulties.
- Physical / Mobility Support
- Escort available if required including beginning and end of day
- Note-taker
- Support on field trips and external visits as required
- Support on work placement/s
- Trained staff in the administration of medication including Buccal.

5. Identification of ALS needs

There are a number of mechanisms to allow the identification of ALS needs, as follows:

- Information provided before/at enrolment e.g. self-declaration form, educational psychologist reports, physio reports, speech and language etc.
- Initial assessment conducted by college staff
- Consultation with teaching staff
- Relevant outside agencies including the Local Authority for Education Health Care Plans (EHCPs) referrals
- Parents/carers perceptions and observations
- Self-referral from the young person.

The college will assess the support need and make reasonable adjustments for learners who have an identified learning difficulty or a disability. It will offer support and/or specialist resources, exam access arrangements as appropriate, for a range of support needs including:

- Specific learning difficulties (e.g. Dyslexia, Dyscalculia)
- All disabilities covered in the Equality Act (i.e. Attention Deficit and Hyperactivity Disorder, Aspergers, Autism etc.)
- Moderate learning difficulties
- Severe and profound learning difficulties and disabilities
- Sensory or physical disabilities
- Learning difficulties/disabilities
- Behavioural difficulties
- Medical difficulties
- Language processing difficulties
- A hearing or visual impairment.

6. Key documents

The Additional Learning Support team at the college operates in accordance with:

- The Equality Act (2010)
- The Children and Families Act (2014)
- The SEN Code of Practice (2014, updated May 2015)
- Local Authority directive for additional support guidance and funding in colleges and schools.