NWSLC

NORTH WARWICKSHIRE & SOUTH LEICESTERSHIRE COLLEGE

Special Education Needs and Disability & Additional Learning Support Policy 2023/24 (v2)

North Warwickshire and South Leicestershire College

Policy Author: Additional Learning and Support Manager

Lead Owner: Assistant Principal Curriculum: Student Experience and Support

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Document History

Version Number	Amended By	Date of Revision	General Revision Description
V2	VPQ	27.8.24	Para 11.5 - Inclusion of requirement for retention of records of reasonable adjustments and special considerations for a period of three academic years. Addition of reference to access to higher education programmes.

SEND & Learning Support Policy 2023/24 (v2)

1. Introduction

1.1 This Policy describes the philosophy, principles, and procedures for Additional Learning Support available at North Warwickshire and South Leicestershire College. The intention of the policy is to reflect the College's commitment to Equality, Diversity and Inclusion and its statutory response to current legislation regarding Special Educational Needs and Disabilities (SEND), Equality and Diversity.

1.2 NWSLC is committed to providing high-quality education to all students, meeting their specific needs whilst ensuring that support and reasonable adjustments are utilised to best effect. This is to ensure that learning is accessible to all, that students can thrive in a safe environment and that their successful preparation for adulthood is supported.

1.2 This electronic version is the definitive version of the Policy

2. Definitions

2.1 The College is committed to inclusive learning and widening participation and recognises its responsibilities under the Equality Act 2010, The Children and Families Act 2014 and the 0-25 SEND Code of Practice 2014.

2.2 All students who experience difficulties or barriers to learning, or disabilities, are entitled to receive support to further enable their participation in College life, to facilitate the successful completion of their chosen programmes of study (further education, access to higher education and, where applicable, higher education programmes) and to support successful long-term outcomes in preparing students for adult life.

2.3 The SEND Code of Practice determines that students have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others the same age, or that they have a disability which prevents or hinders them from making the most of facilities of a kind generally provided for others of the same age in mainstream post-16 institutions.

The College uses the full range of definitions relating to students' needs, as per the SEND Code of Practice. Broadly, these include:

Communication and Interaction: relating to students with speech, language and communication needs (SLCN) and students with ASC (Autism Spectrum Condition), including Asperger's Syndrome and Autism.

Cognition and Learning: support may be required if an individual's learning takes place at a slower rate than their peers, due to any of a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) that affect one or more specific aspects of learning also relate to this area.

Social, Emotional and Mental Health Difficulties (SEMH): students may experience behaviours that reflect underlying mental health difficulties such as anxiety or depression. Others may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs: students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

2.4 The Equality Act (2010) defines disability as *a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities*. The College recognises that students with disabilities may not necessarily experience 'learning' difficulties.

However, as there are commonalities between definitions and the College's support strategies, should a disabled student require special educational provision, they will be supported using the SEND definition.

2.5 Every Local Authority is required to publish information about services available for children and young people, from birth to 25, who experience Special Educational Needs and/or Disabilities (SEN/D); and also, services outside of the area which they expect children and young people from their area will use. This is known as the 'Local Offer'. The Local Offer pulls together all the information about education, health and care services, leisure activities and support.

Students at NWSLC join us from across the region, so from several Local Authorities, with whom the College works closely. The provision that the College puts in place can be interpreted as part of the broader local offer.

3. Related Policies, Procedures and Documents

3.1 The Equality Act 2010

3.2 The Children and Families Act 2014

3.3 Revised 0 to 25 SEND Code of Practice September 2014

3.4 Keeping Children Safe in Education 2020

3.5 NWSLC Recruitment Policy.

3.6 NWSLC Initial Assessment Policy.

3.7 NWSLC Equality Scheme.

3.8 NWSLC Teaching Learning and Assessment Strategy.

3.9 NWSLC Quality Improvement Plan.

3.10 NWSLC Safeguarding and Protecting Children and Vulnerable Adults Policy.

3.11 JCQ Adjustments for candidates with disabilities and learning difficulties (Access Arrangement Regulations).

3.12 Other policies may be identified from time to time as circumstances change and may be added to this list.

4. Rationale

4.1 NWSLC is committed to providing the level of support necessary to ensure that any student with SEND is able to access their chosen programme of study without disadvantage. In the first instance, the College intends to meet need through its knowledge of its students, planning delivery according to their needs and engaging in high-quality teaching and learning. This, and supplement this with other support strategies for those that need it.

4.2 All of the College's provision for its students, as part of the 'Local Offer' can be broadly separated into three 'stages' of **Universal Provision** (Quality First Teaching), **Additional SEND Needs** (with or without an EHCP) and **High Needs Support** (with an EHCP). At NWSLC, these stages might include (but are not restricted to) the following support methods:

Universal Provision (Quality First Teaching)	Additional SEND Needs (with or without EHCP)	High Needs support (with EHCP)
• In-class differentiation such as adapted tasks, different	• Small group support	• In-class support at the required ratio

starting points, visual resources, handouts, reasonable adjustments • Seating/work area positioning • Tutor, Learning Manager or Progress Coach support • Personalised timetable • I.T. and assistive technologies • Risk assessments • Medical and access arrangements; Health Forms • Access to Student Experience Services • Education Psychologist assessment, if required	• In-class support • Assistive technology • Examination access assessment & concessions • Time-out or rest breaks • Peer mentoring • Read & Write software • Digital Dictaphones and recorded learning delivery • Environmental aids and adaptations (including adjustable tables and chairs) • Contact with Learning Support team leaders • Personal Emergency Evacuation Plan (PEEP) • Speech and Language Therapist (SaLT) support	• Out-of-class support during unstructured times • Specialist assistive technology • Daily meet and greet • Campus orientation exercises • Taster sessions • Personal care and toileting facilities (including hoist and changing table) • Read & Write software • Mobility support • Quiet room and small group work areas • Dedicated Key Worker support with regular 1:1 meetings and advocacy • Individualised timetable • Signer support • Proof reading/study support

4.3 Additional Learning Support (ALS) will include any activity that provides direct support to individual students, over and above that which is deemed to be 'Universal Provision' in a programme of study.

4.4 The need may arise from a variety of barriers to learning relating to the four areas of need cited above: Communication & Interaction; Cognition & Learning; SEMH; Sensory and/or Physical Needs.

4.5 Access arrangements and reasonable adjustments in examination settings will be assessed and administered in line with the latest Joint Council for Qualifications (JCQ) rules and regulations.

4.6 In providing the ALS, the College will exercise reasonable judgement on an individual basis. This judgement and the decision on support will be determined by the staff from the Learning Support Team, the Assessment Team, College Teaching Staff, parents/carers/guardians and external agencies where appropriate.

4.7 The College will work closely with local authorities and other external agencies regarding commissioning, planning, and reviewing services.

5. Core Principles

5.1 The overall aim of this policy is to ensure that the College is an inclusive learning environment where learning, achievement and progression are accessible to all. Additional Learning Support (ALS) will encourage access and progression based on the individual needs of all students including, where appropriate, the inclusion and support of students with a variety of disabilities and special requirements.

5.2 Additional Learning Support will include the provision highlighted in NWSLC's Local Offer and additional support from the wider Student Experience Team. Therefore, ALS may include (but is not restricted to):

i. 1:1 support in class or within the workplace.

ii. 1:1 Study Support outside of the classroom environment either face to face or via interactive technology.

iii. 1:1 additional teaching which is over and above that provided in a programme of study.

iv. Assessments for exam concessions in line with JCQ guidance.

v. Specialist equipment and IT software applications.

vi. Technician support for specialist equipment and IT software.

vii. Training in the use of specialist equipment and IT software.

viii. Specialist Teaching Assistants for hearing impaired students .

ix. Note takers.

x. Small group support for literacy and numeracy.

xi. Advice on Disabled Students' Allowance.

xii. Specialist Assessment.

xiii. Social, Emotional and Mental Health related support:

- Counselling support; Mentoring/coaching.

xiv. External specialist services and expertise, such as speech and language therapy.

6. Roles and Responsibilities

6.1 The Executive and Senior Leadership Team will:

i. Be aware of the legal responsibilities relating to equality and the statutory duties on post-16 institutions as specified under section 41 of the Children and Families Act 2014.

ii. Ensure that there is a named Lead for Special Educational Needs and/or Disabilities, and that they are able to carry out their duties, including accessing training.

iii. Ensure that the Lead works with members of the Senior Leadership Team to audit the provision twice a year, reporting back to the board to confirm that the College is meeting is statutory duties to SEND students, and making the necessary reasonable adjustments.

iv. Be fully involved in developing and monitoring the College's SEND Policy.

v. Provide strategic leadership for the College in all matters relating to SEND.

6.2 The Assistant Principal for Student Experience will:

i. Ensure that the Executive Team is up to date and knowledgeable about the College's SEND provision.

ii. Ensure that SEND provision is an integral part of the College self-assessment.

iii. Ensure that the quality of SEND provision is continually monitored, and any concerns are addressed as a matter of urgency.

iv. Ensure that the SEND curriculum offer is included in all relevant marketing (such as College prospectus and website), and is part of the Local Offer for Warwickshire, Leicestershire, and neighbouring authorities.

v. Ensure that all staff receive training on their responsibilities under the Equality Act.

vi. Ensure that all staff are aware of this policy and the demands it places on them.

vii. Ensure that data is available and analysed as part of equality monitoring.

6.3 The Additional Learning Support Manager and Learning Support Managers will:

i. Support senior leaders to ensure that this policy is effectively implemented.

ii. Implement effective systems and procedures for the recording and delivering of ALS across the College.

iii. Implement effective processes for the identification of SEND and referral for support.

iv. Ensure that the delivery of support across the College is of a high standard.

v. Work with external partners to ensure effective transition between stages of education.

vi. Work with the examinations and Assessment Teams to ensure that effective processes are in place regarding Exam Access Arrangements.

vii. Ensure that statutory duties regarding EHCP processes are adhered to.

6.4 Curriculum Leaders will:

i. Develop a curriculum that meets the needs of students, including those with SEND.

ii. Allocate resource to enable reasonable adjustments to be made to meet the needs of students who have a disability.

iii. Allocate resource to enable effective support to be implemented for students with SEND who do not need ongoing support from the ALS team.

iv. Ensure that there is a departmental CPD plan to equip staff for their role in relation to students with SEND.

v. Monitor the quality of provision to students with SEND within their department, and their progress.

6.5 Curriculum delivery staff will:

i. Deliver a differentiated curriculum enabling all students to make progress.

ii. Promote an inclusive atmosphere within the teaching space.

iii. Ensure any materials used are accessible to all students.

iv. Ensure students with SEND are not disadvantaged by the teaching or assessment methods.

v. Adapt delivery style and assessment methods to meet the needs of individual students.

vi. Monitor the progress of students.

vii. Maintain effective working links with the ALS team, ensuring any reasonable adjustments needed have been implemented.

viii. Work in collaboration with any support staff who are allocated to students in their classes.

ix. Undertake continued professional development that supports the development of their knowledge and understanding of SEND.

6.6 Students (and parents/carers/guardians) will:

i. Take responsibility for disclosing their needs at the earliest possible opportunity.

ii. Attend support meetings and reviews.

iii. Act on agreed support strategies.

iv. Inform the College of any changes to need.

7. Disclosure of SEND & Transition

7.1 Students are encouraged to disclose any SEND need or current EHCP as early as possible, so that support requirements can be identified and planned for as early as possible. There are opportunities to discuss SEND and ALS at open evenings and recruitment events; SEND needs and EHCPs can be disclosed during interview and enrolment processes.

7.2 The College engages in a consultation process with Local Authorities to establish whether it can meet the needs of prospective students with an EHCP and to identify additional High Needs Learning (HNL) resourcing and funding that may be required to meet these needs.

7.3 In cases where the College is aware that a student with an EHCP intends to join NWSLC, an invited member of the ALS team will attend the student's final school-based Annual Review to support the student's transition to College. It is during this meeting that a transition plan will be agreed in preparation for the move to College. Circumstances may dictate that the transition plan be agreed earlier than the Annual Review. The implementation of this transition plan may require support and negotiation with the Local Authority and other professional support agencies.

7.4 Students who have declared SEND may be offered support with their transition into College. This will be agreed with the student, parents and the current education provider and will be designed around the individual needs of the student.

8. Educational Health and Care Plan (EHCP) Support

8.1 All students who declare a current EHCP will be contacted by the ALS team to establish the support or resources they require, and how this will be administered by the team. Interview and enrolment support will be provided, if required. The team will liaise with schools and external agencies as necessary, to establish a full picture of the students' requirements.

8.2 High Needs Students will be allocated a Key Worker who will be their point of contact on a regular basis, to collaborate on personal target-setting and termly and annual reviews of provision.

8.3 Students with an EHCP will have their progress reviewed regularly throughout the year, with termly reviews of progress made towards personal targets. Their EHCP will be reviewed annually. Parents/carers/guardians will be kept informed at all stages, and all relevant professionals will be invited to the annual review. Preparation for Adulthood will be a key focus of the EHCP and will inform outcomes set out in the EHCP and agreed by all EHCP students at NWSLC.

8.4 Should a student be based in the workplace for elements of their programme (such as an apprenticeship, internship, or work placement), then the employer will be included in communications regarding support, with the student's permission.

9. SEND Support

9.1 All students who declare SEND will be highlighted to teaching staff and support teams. Barriers to learning and strategies to overcome these will be identified by teaching staff and effectiveness of these strategies will be reviewed on a regular basis. If progress is not made in the expected way, then a referral to the ALS team should be made. Further assessment of need will then take place to establish what, if any, additional support can be offered.

10. Support for Undisclosed or Undiagnosed SEND

10.1 Teachers, and other curriculum staff may, whilst delivering a course, identify students who are not making progress at the expected rate. In identifying barriers to learning and strategies to overcome these, they should also consider if the student could have undisclosed or undiagnosed SEND. If, after discussion with the student this is a possibility, then a referral to the ALS team should be made. Further assessment of need will then take place to establish what, if any, additional support can be offered.

11. Examination Concessions

11.1 Students who have declared the need for examination concessions will be highlighted to teaching staff, who will refer these students to the Access Arrangements Team to instigate the assessment process, prior to an application for, and the implementation of, examination concessions.

11.2 Teaching staff will support the assessment team in recognising and evidencing individual students' 'normal way of working' in order to support any such application.

11.3 Whilst there is not a formal requirement to process applications or record the use of word processors in examinations, the College will apply the guidance set down by the Joint Council for Qualification (JCQ) when considering a request for this arrangement. Principally, a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home. The request for word processing in examinations will be assessed and approved by the College Special Educational Needs Coordinator in the same way as other access arrangements and reasonable adjustments are assessed and approved. Candidates that may be considered eligible for this arrangement would include, but are not limited to:

i. A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly

ii. A medical condition

iii. A physical disability

iv. A sensory impairment

v. Planning and organisational problems when writing by hand

vi. Poor handwriting

The use of a word processor must reflect the candidate's normal way of working within the centre.

11.4 Whilst there is not a requirement to process a formal application for supervised rest breaks in examinations, the College will apply the guidance set down by the Joint Council for Qualification (JCQ) when considering a request for, and the administration of, this arrangement. For GCSE and GCE qualifications the College Assessment Team must produce written evidence confirming the need for supervised rest breaks and make this available to a JCQ inspector upon request. This must confirm the candidate's established difficulties and that supervised rest breaks reflect his/her normal way of working within the centre. A candidate will only be considered for this arrangement when the Assessment Team is satisfied that:

i. The candidate has an impairment which has substantial and long term adverse effect, giving rise to persistent and significant difficulties.

ii. There is a genuine need for this arrangement.

iii. Supervised rest breaks will be awarded on account of:

iv. Cognition and learning needs

v. Communication and interaction need

vi. A medical condition

vii. Sensory and physical needs

viii. Social, mental, and emotional needs

In addition, the candidate's difficulties must be established within the College and thus be known to teaching and support staff, and the Assessment Team.

11.5 All records of reasonable adjustments and special considerations must be retained by the College for a period of three academic years.

12. Disabled Student Allowance (DSA) Support

12.1 Students with an EHCP who progress to Higher Education courses will have a proportion of their preceding Annual Review devoted to discussing this transition, particularly as the EHCP will cease. This will provide an opportunity to highlight needs and reasonable adjustments going forwards and an agreement relating to these will be made between the College and the Student.

12.2 Students with SEND may access support with DSA applications, via the College Guidance Team, who will discuss leaners' circumstances and assist with the DSA application process.

13. Equality Analysis

13.1 By virtue of the provisions of the Equality Act 2010, the College has a duty to have due regard to the need to:

i. eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct

ii. advance equality of opportunity between people of different groups

iii. foster good relations between people from different groups.

13.2 In implementing this Policy and associated procedures, the College will actively take these aims into account as part of its decision-making process and will demonstrate how this has been undertaken.

13.3 Where necessary a full equality impact assessment will be undertaken.

14. Data Protection Impact Assessment

14.1 Data Protection Impact Assessments (DPIA) are an essential part of the College's accountability obligations under the UK GDPR. Conducting a DPIA is a legal requirement for any type of processing, including certain specified types of processing that are likely to result in a high risk to the rights and freedoms of individuals. Under UK GDPR, failure to carry out a DPIA when required may leave the College open to enforcement action

14.2 A DPIA, relating to any relevant areas within this Policy and Procedure, will therefore be undertaken to enable the systematic analysis, identification and minimisation of data protection risks and to demonstrate how the College complies with its data protect obligations.

15. Implementation, Monitoring and Review

15.1 This Policy will be reviewed every three years, or as otherwise required by law, regulation, organisational policies, good practice, or contractual obligations.