

# R U N S H A W C O L L E G E

**POLICY TITLE:** SEND Policy

**APPROVED BY:** Senior Management Team

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**POSITION:** Assistant Principal

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## 1. Introduction

The function of Additional Learning Support (ALS) is to coordinate support for students who are covered by Special Educational Needs and Disability (SEND) legislation. The college takes its legislative responsibilities very seriously and seeks to go beyond what is required by law, putting learners with SEND at the heart of our planning and delivery. We are committed to offering an inclusive curriculum and supportive environment to ensure the best possible outcomes for learners with SEND.

The majority of students will have their individual needs met through high quality, differentiated and personalised teaching. Some students will need educational provision that is additional to or different from this. Support will therefore be provided to those who need it, in accordance with the legislation.

The College is committed to inclusion and achieves this by actively promoting the advancement of disability equality and taking steps to eliminate discrimination and harassment and victimisation, including discrimination on the grounds of learning difficulty and/or disability (SEND). This policy responds to The Children and Families Act 2014, Special Educational Needs and Disability Code of Practice 0-25 years (January 2015), and The Equality Act 2010.

The College will use its best endeavours to do what is necessary to enable students to develop, learn, participate and achieve the best possible outcomes to prepare them for their future life. This may be through reasonable adjustments or support in the form of additional provision.

Supported students are encouraged to take responsibility for their own learning and the development of strategies, skills and independence for their learning and life at college. Support provided is tailored to each individual's needs in order to promote this aim. A graduated response approach to provision will be taken in line with the area Local Offer, which is available on the college website.

The definition of terms used in the policy is included as an appendix (1).

## 2. Purpose

The purpose of this policy is to make students, their parents/carers and staff aware of the support systems that are available.

### **3. Scope**

This policy applies to students who are covered by special educational needs and disability (SEND) legislation.

### **4. Roles and Responsibilities**

The Principal has overall responsibility for ensuring compliance with this policy and delegates authority to the Head of ALS for implementation.

The Head of ALS is responsible for the application of the policy and the provision of funded support.

Further roles and responsibilities are included as an appendix (2).

### **5. Support Process**

#### **5.1 Pre Enrolment**

Questionnaires are emailed to all students that declare SEND and, if required, contact with potential students and families is made by a member of the ALS team to further discuss support requirements if required. If appropriate, a Student Support Plan may be created based on the responses provided. This will include support strategies for teachers and other staff, and any other reasonable adjustments, which are individualised to student need. Where applicable, the ALS team will also liaise with any external agencies involved with supporting the learner.

#### **5.2 Transition to College**

Where appropriate, applicants may be offered support with their transition into college, for example, those with an EHCP or a diagnosis of Autistic Spectrum Disorder. This will be agreed with the learner (and parent/carer/current school where applicable) and will be designed around the individual needs of the learner. This may include the offer of College's bespoke 'Bridging' programme which provides a unique opportunity for applicants to meet key college staff, familiarise themselves with the environment and meet potential peers as well as have any questions answered.

Where a learner has an EHCP, the transition plan should be discussed at the Annual Review in the year preceding the entry to college, however, it may be appropriate in some circumstances for this to be planned further in advance. The implementation of this transition plan may need negotiation with the Local Authority to ensure funding is available to meet the learner's needs which will take place during the formal consultation process.

#### **5.3 On Course**

The college will provide the necessary support to enable any learner with SEND to access their programme of study in a way that they are not disadvantaged. We endeavour to meet need through careful planning and high quality teaching and learning, and supplement this with other support strategies for those that need it.

Where additional support is needed, the ALS team will produce a Student Support Plan (SSP), which will inform all staff who work with the learner of their individual support needed and strategies that can be used to support them. Student Support Plans are working documents which will be reviewed and amended, if appropriate, as part of the graduated response approach. Students can view their SSP via the Student Portal. Where a student is in receipt of an Education, Health & Care Plan, their outcomes are also accessible on their Student Support Plan.

If a learner is based in a workplace for part of their programme (e.g. an apprenticeship, internship or work placement), then with the learner's permission the employer have access to appropriate information regarding support needs.

Additional learning support is intended to be flexible and creative in order to meet the needs of individual students. Support available is based on individual needs and may include:

- Access to support from an Education Support Worker (ESW) in and/or out of class
- Meet and greet into college or from a taxi/college bus/at the designated drop off point
- Orientation support
- Personal care support
- Access to Assistive Technologies to develop study skills and promote independence; including loan of equipment
- Assessment for Access Arrangements for examinations
- Support to understand social skills through 1:1 and/or small group workshops
- Development of understanding of a wide range of emotions and acquiring the skills to regulate these appropriate
- Support for transition in and out of College.

The college will exercise reasonable judgement on an individual basis in regards to how best to meet a student's support needs. This judgement and the decision on support will be determined by ALS staff in liaison with curriculum staff, parents/carers and other external agencies where appropriate, including the home Local Authority.

Regular reviews of the support package may take place, as required, and can be amended or discontinued in consultation with the student.

Support for students on trips and residentials will be implemented in accordance with the Trips and Residentials Policy, and based on individual student need in relation to the nature of the trip.

#### **5.4 High Needs Support**

The offer of a place for a student with an EHCP is 'conditional' as College must determine whether or not they are able to meet the needs of an individual prior to enrolment and must participate in the legal consultation process with the local authority. The outcome of the consultation is communicated to the Local Authority by college within the timeframe outlined in the SEND Code of Practice (2015).

All students with an Education, Health and Care Plan will have an Annual Review meeting, held in college, to discuss progress towards the outcomes listed in the EHCP and review the provision needed to achieve these. Progression and plans for the future are also covered in line with the Preparing for Adulthood agenda.

ALS staff are available to attend EHCP Annual Reviews in school for potential new students in Year 11 as part of the planning and transition process from school to college. The student does not have to have decided which college they plan to attend.

#### **5.5 Referrals**

Teachers, and other appropriate curriculum staff may, in the course of their delivery, identify learners who are not making progress in the expected way. As part of their programme of interventions, they may consider if the learner could have undisclosed or

undiagnosed SEND. If after discussion with the learner 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.

## **5.6 Intimate and Personal Care**

The College has a clear Personal Care Procedure, which ensures that the health, safety, independence and welfare of students is promoted and their dignity and privacy respected.

All students with intimate and personal care needs will have a discreet support planning meeting in order to plan for their needs whilst at college in accordance with the Personal Care Procedure and a Personal Care Plan created.

Students should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this would normally be undertaken by one member of staff and would only involve more than one member of staff where the student's care plan specifies the reason for this.

Where possible the college will endeavour to meet the preference for a same sex support worker for personal and intimate care, however, there may be instances where this isn't possible and this would be made clear at the support planning meeting.

## **6. Exam Access Arrangements**

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and modified papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Access Arrangements that were in place in school may be rolled forward at college providing the relevant documentation (Form 8 or Centre File Note) is provided by the school or the student once enrolled. The Additional Learning Support Team will ensure that current JCQ or Awarding Body eligibility criteria is met when putting arrangements in place at college. Some students may need to be re-assessed in order for Access Arrangements to be applied for. Exam Access Arrangements must continue to reflect the student's normal way of working in the centre.

Students who have not been granted Access Arrangements previously, may be assessed providing the Additional Learning Support team are provided with evidence of normal way of working and are able to establish evidence of need whilst complying with JCQ / Awarding Body deadlines.

## **7. Working with Local Authorities**

The college recognises its duty to cooperate with Local Authorities in putting in place arrangements for children and young people with SEND and is committed to working collaboratively with Local Authorities to ensure:

- Highly effective transition for all students with SEND
- A person centred planning approach for all students with SEND

- A multi-disciplinary approach to the planning of support for all students with SEND

### **7.1 Partnership Working**

The college works in partnership with learners and their parents/carers, placing the learner's views, wishes and opinions at the centre of the process. We aim to provide appropriate levels of support to ensure the best outcomes for the learner alongside effectively preparing them for their next steps and adult life.

The college is committed to working collaboratively with local authorities and health professionals to put in place suitable arrangements for all young people with SEND. We encourage positive and timely communication from external partners regarding learners' needs, to enable us to meet and exceed our statutory duties.

The college also seeks to work in collaboration with schools and other education providers to ensure a smooth and effective transition for learners with SEND.

## **8. Preparation for Progression**

Students are signposted to Student Services for impartial Careers Information, Advice and Guidance in relation to their future and options when they transition out of college which can be supported if appropriate. Information is also available on appropriate support agencies and funding to support students when they leave college.

Transition out of college may include support to apply for Disabled Students Allowance, employability skills workshops and independent living skills dependent on the learner's progression route.

## **9. Continuous Professional Development**

The college is committed to the CPD of all staff, and SEND training is a key part of this. ALS staff deliver a carousel of SEND training, available to all staff, each year and bespoke training is also available on request to College staff in relation to supported students.

ALS staff are expected to have, or be working towards relevant qualifications in learning support, and receive regular updating and input from local partner agencies, alongside role specific development.

All college staff will have a programme of CPD relevant to their job role, which ensures that they understand their duties in relation to learners with SEND, and are skilled and equipped to carry them out.

## **Other Related Documents**

- Adult Admissions Policy
- Attendance Policy
- Controlled Assessment Policy
- Data Protection Policy
- Emergency Evacuation Procedure
- Equality, Diversity & Inclusion Policy
- Examination Access Arrangement Policy
- Examination Administration Policy & Process
- Internal Progression Policy
- Medical Conditions and Temporary Disability Procedure
- Pastoral Support Policy
- PEEPS/GEEPS Procedure
- Personal Care Procedure
- Protection of Staff from Abuse, Aggression and Unreasonable Behaviour Policy
- Safeguarding Policy
- Sixth Form College Admissions Policy
- Student Positive Mental Health & Wellbeing Policy
- Trips and Residential Policy
- Placement Policy
- 16-19 Placement Policy

## **Appendix 1 – Definition of Terms**

### **Assistive Technology (AT)**

Assistive Technology refers to any product, equipment or service designed to enable independence for those with SEND. It enables students to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to, or changed methods of interacting with, the technology needed to accomplish such tasks.

### **Consultation**

This is a pre-entry process coordinated by the Head of Additional Learning Support with involvement of appropriate people where necessary to determine if college can meet the needs of a potential student with complex or multiple difficulties and/or disabilities, including mental health needs. The process may include the views of the potential student/parents/carers, and evidence from other professionals, case files and reports from school.

All students with an EHCP will go through this process, led by the Head of ALS, to ensure college can fully meet their needs as part of the Local Authority consultation process as directed by the SEND Code of Practice.

### **Disability**

‘...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’. (Equality Act 2010)

### **Disabled Students Allowances (DSA)**

DSA help meet the extra support costs higher education students may have due to having a disability. It is to ensure disabled people can access study in higher education on an equal basis with other students. The DSA is paid to providers (this may be Runshaw college or an external agency) on top of the standard student finance package; the amount depends on the type of extra support needed.

### **Disclosure**

Disclosure is the act of informing the College of a difficulty, disability or medical condition so appropriate reasonable adjustments may be actioned. There are multiple opportunities for disclosure through pre enrolment, enrolment and on programme.

It is the student’s choice to disclose or not but reasonable adjustments cannot be implemented if no disclosure is made.

### **Exam Access Arrangements**

Provision of changes to the normal conduct of the examination for individual students required because of learning difficulty, disability or medical condition for which sufficient evidence is provided.

### **Graduated Response**

The graduated response involves four stages of action: assess, plan, do and review.

## **Intimate, Personal Care and Self-Care**

Students due to a disability or medical condition may require this care.

'*Intimate Care*' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. It could involve physical help in changing clothes, for example in preparation for a sport session or hygiene related to toileting needs.

'*Self-care*' is when a student may need some help or support to care for themselves and guidance on the facilities available for storage or disposal.

'*Personal Care*' encompasses those areas of physical and medical care that most people carry out for themselves but which they are unable to do because of disability or medical needs. It may involve touching another person, the nature of this touching is more socially acceptable, as it is less intimate and usually has the function of helping with personal presentation, support taking the student to a facility, helping in the restaurant etc and hence it's regarded as social functioning. These tasks do not invade conventional personal, private or social space to the same extent as intimate care.

## **Learning Difficulty**

Specific Learning Difficulties / Learning Differences are covered under the Equality Act as '*A person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*' (Equality Act 2010, Section 6, Schedule 1)

They may refer to Dyslexia, Dysgraphia, Dyspraxia, Dyscalculia, Attention Deficit (Hyperactivity) Disorder, Autism and Asperger's Syndrome.

## **Local Offer**

The SEND Local Offer is a national resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in a particular Local Authority (e.g Lancashire, Bolton, Wigan) that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. All Local Offers are available on each Local Authority's own website.

## **Preparing for Adulthood**

A national agenda giving everyone equal life chances as they move into Adulthood.

## **Reasonable Adjustments**

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.



## **Annual Reviews**

Colleges have a statutory duty to undertake an Annual Review each academic year for all students with an EHCP, funded or unfunded. All relevant people and professionals around the individual will be invited to attend and/or share their views in advance of the meeting to ensure that it is as effective as possible.

## **SENCO**

Special Educational Needs Coordinator - the person in schools/colleges with responsibility for pupils with SEND. At Runshaw College this is the Head of Additional Learning Support.

## **Special Educational Needs & Disabilities (SEND)**

*'A young person has Special Educational Needs (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is support which is additional or different to support usually available to young people of the same age in mainstream colleges.'*

*'Where a student had a learning difficulty or disability that calls for special educational provision, the college must use its best endeavours to put appropriate support in place.'*  
(SEND Code of Practice, 2014).

## **Student Support Plan (SSP)**

The document that identifies the students' needs in relation to their difficulty and/or disability and gives details of reasonable adjustments and inclusion strategies for implementation.

## **Appendix 2 – Roles and Responsibilities**

### **The Governing Body will:**

- Have an awareness 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.
- Ensure that there is a named Link Governor for SEND, and that they are able to carry out their duties, including accessing training as appropriate.
- Ensure that the Link Governor completes a SEND link visit once per year, reporting back to the board to confirm that the college is meeting its statutory duties to SEND learners, and making the necessary reasonable adjustments.
- Be fully involved in developing and monitoring the college's SEND Policy through the designated Link Governor for SEND.

### **The Deputy Principal will:**

- Provide strategic leadership for the college in all matters relating to SEND.

### **The Assistant Principal will:**

- Ensure that the Senior Management Team are up to date and knowledgeable about the college's SEND provision.
- Ensure that SEND provision is an integral part of the college self-assessment.
- Ensure that the quality of SEND provision is continually monitored, and any concerns are addressed as a matter of urgency.
- 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 Lancashire.
- Ensure that all staff receive training on their responsibilities under the Equality Act.
- Ensure that all staff are aware of this policy and the demands it places on them.
- Ensure that data is available and analysed as part of equality monitoring.

### **The Head of ALS will:**

- Support SMT to ensure that this policy is effectively implemented.
- Create and implement effective systems and procedures for the recording and delivering of ALS across the college.
- Create and implement effective processes for the identification of SEND and referral for support.
- Ensure that the delivery of support across the college is outstanding.
- Work with schools, colleges, local authorities and HE institutions to ensure effective transition between stages of education.
- Work with the examinations team to ensure that effective processes are in place regarding Exam Access Arrangements.
- Ensure that statutory duties regarding EHCP processes are adhered to.

### **Heads of School will:**

- Develop a curriculum that meets the needs of learners, including those with SEND.
- Allocate resource to enable reasonable adjustments to be made to meet the needs of learners who have a disability.
- Enable effective support to be implemented for learners with SEND who do not need ongoing support from the ALS team.

- Ensure that there is a departmental CPD plan which develops the understanding of SEND and equips staff for their role in relation to learners with SEND.
- Monitor the quality of provision to learners with SEND within their department, and their progress.

**Curriculum delivery staff will:**

- Deliver a differentiated curriculum enabling all learners to make progress.
- Promote an inclusive atmosphere within the teaching space.
- Ensure any materials used are accessible to all learners.
- Ensure SEND learners are not disadvantaged by the teaching or assessment methods.
- Adapt delivery style and assessment methods to meet the needs of individual learners.
- Monitor the progress of learners with SEND.
- Maintain effective working links with the ALS team, ensuring any learning based reasonable adjustments needed have been implemented.
- Work in collaboration with any support staff who are allocated to learners in their classes.
- Undertake CPD that supports the development of their knowledge and understanding of SEND.

**Learners will:**

- Take responsibility for disclosing their needs at the earliest possible opportunity.
- Attend support meetings, reviews and timetabled support.
- Act on agreed support strategies.
- Inform the college of any changes to need.