

# Special Educational Needs (SEND) Policy

For the attention of: All Staff  
Produced by: Head of ALS (FE)  
Approved by: SLT  
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## Vision, Purpose & Values

### Our Vision

Our students will be recognised locally & nationally for their positive impact on the communities and industries in which they choose to work.

### Our Purpose

To inspire our students to gain the skills, knowledge and behaviours they need to be resilient and thrive in an ever-changing world.

### Our Values

**Excellence:** A culture of creativity, high expectations, ambition and aspiration

**Respect:** Showing fairness, courtesy and mutual respect to each other and our environment

**Integrity:** Honesty, openness and trust at the heart of College life

**Diversity:** Celebrating diversity and inclusivity as a key to our success

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## 1. Policy Statement

This policy outlines how the Windsor Forest Colleges Group (WFCG) will maintain standards, ensuring equal access for all students. We aim to provide high quality support at the right time, which will result in improved outcomes for learners with disabilities and/or learning difficulties. As defined by Education Funding Agency and Skills Funding Agency funding guidance, Learning Support is: 'any activity that provides support for learning to individual students, over and above that which is normally provided in a standard learning programme, which leads to their learning goal. The learning support is required to help students gain access to, progress towards and successfully achieve their learning goals. The need for learning support may arise from a learning difficulty or disability, or from literacy, numeracy or speech and language support requirements.'

Learning Support is acknowledged as an entitlement to be provided where possible for all students with a learning difficulty and/or disability, where the adjustments are deemed reasonable, in line with The Special Educational Needs and Disability Code of Practice 2015, The Children and Families Act 2014, The Equality Act 2010, Child Protection Legislation, Safeguarding and the Data Protection Act *and* the College's assessment process.

As defined within the 0-25 Special Educational Needs and Disabilities (SEND) Code of Practice we cooperate with the local authorities on arrangements for children and young people with SEND including those aged 14-16 recruited directly by colleges.

The college group is fully committed to the inclusion of students with special educational needs and disabilities (SEND) providing the college is compatible with the young person's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the college and is an efficient use of the local authority's resources.

*Unfortunately, due to the nature of some of our courses and campuses and because some of our buildings are listed, not all areas are fully accessible for students with disabilities or limited mobility. Were possible we will always look at providing reasonable adjustments.*

WFCG feeds into, develops and reviews our Local Authorities 'Local Offer' taking into account the needs and aspirations of children and young people with Special Educational Needs and Disabilities (SEND) and their parents and carers.

## 2. Guiding Principles

Through this policy, WFCG will:

- facilitate access to a wide range of lifelong learning opportunities, promote values and diversity, oppose discriminatory practices and provide an educational experience that is supported by staff who are knowledgeable and who value individual learning needs.
- ensure that the deployment of learning support resources is appropriate, guided by assessment and utilises college funds to the best effect for the benefit of students with additional support needs.
- deploy learning support effectively to ensure that students are encouraged to be independent and that academic standards are maintained. The support facilitates the removal of barriers to learning and allows students to undertake their studies as independently as possible. This will be achieved through a process of monitoring and review.

## 3. Scope

This Policy refers to the Learning Support Team and all other members of the College staff who have a shared responsibility for the inclusion and welfare of all students, including delivering learning support if needed. This learning support enables students to achieve their primary learning goals focussing on aspirations and positive outcomes.

### Scope of Policy

This policy applies to students with special educational needs and/or disabilities, their parents and all staff.

This policy should be read in conjunction with the following:

- Accessibility Plan
- Equality Policy
- Admissions Statement
- Medical Needs Policy
- Disability Policy - Exams

Learning Support at WFCG refers to the following:

Provision/Intervention	Details	Target students
Teaching staff support	The adjustments made to ensure that students with additional support needs are fully included and able to take full advantage of the learning experience on offer (this may include providing copies of handouts before lessons and ensuring they are formatted in line with the individual needs)	Students with an Education, Health and Care Plan (EHCP) Students with declared learning needs Students who self-refer or who are referred by a tutor
Shared in-class support from a Learning Support Assistant (LSA)	Ensure that identified students meet lesson objectives and personal targets.	Students with an EHCP Students with declared learning needs (where feasible) Students referred by a tutor
1:1 in-class support from an LSA	Ensure that a named student meets lesson objectives.	Students with an EHCP
Shared out of class support	Session supported by LSA and tutors to focus on completion of in-class assignments and coursework.	Students with an EHCP Students with declared learning needs Students referred by a tutor
Speech and Language Therapy (SaLT)	Brought in by the college	Students with an EHCP specifying SaLT needs
Small Group Numeracy Intervention	Additional graduated and targeted sessions to support those with maths difficulties.	Students with EHCPs specifying numeracy interventions
Small Group Literacy Intervention	Additional graduated and targeted sessions to support those with literacy difficulties.	Students with EHCPs specifying literacy interventions

Small Group Study Skills Intervention	Additional graduated and targeted sessions to support those with study skills difficulties.	Students falling below expected progress
1:1 Interventions	Additional graduated and targeted sessions to facilitate the development of: <ul style="list-style-type: none"> <li>• Study skills</li> <li>• Literacy</li> <li>• Numeracy</li> </ul>	Students falling below expected progress Students with an EHCP Students with declared learning needs Students referred by a tutor
Mentoring	Additional graduated and targeted 1:1 sessions to facilitate the development of effective communication, emotional intelligence and resilience	Students with an EHCP Students with declared learning needs Students referred by a tutor
Pastoral Support	Additional graduated and targeted 1:1 sessions to facilitate the development of effective communication, emotional intelligence and resilience	Students with an EHCP Students with declared learning needs Students who self-refer or who are referred by a tutor
Transitional Support	Additional graduated and targeted 1:1 and small group sessions to facilitate the effective transition to college. Additional graduated and targeted 1:1 Information, Advice and Guidance (IAG) sessions to facilitate the effective transition out of college.	Students with an EHCP Students with declared learning needs Students who self-refer or who are referred by a tutor
Access Arrangements	Assessment in line with Joint Council for Qualifications (JCQ) requirements to	Students with an EHCP Students with declared learning needs

	determine whether a student is eligible for an award of access arrangements to level the playing field in examinations and controlled assessments.	Students who self-refer or who are referred by a tutor
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The above provisions are reviewed regularly by the Student Services Team; the ALS team in particular to establish whether they are contributing significantly to student progress and offer value for money.

#### 4. Policy & Statement of Intent

WFCG will provide individualised levels of Learning Support for those students identified as requiring Learning Support on all learning programmes, in line with the following points:

WFCG will offer Learning support interviews for students who declare a learning difficulty and/or disability at application. This assessment process will form the basis of any additional learning support interventions.

WFCG has a clear approach to identifying and responding to SEND. There are many opportunities throughout the application and enrolment process for a student to declare their SEND needs. All tutors are responsible for identifying students with SEND and, in collaboration with the Additional Learning Support (ALS) team, will ensure that those students requiring different or additional support are identified at an early stage.

N.B. Behaviour is not a special educational need in itself. In keeping with the SEND Code of Practice, poor behaviour is viewed as a response to an underlying unmet need that the college, in partnership with parents (for learners under 18) and the young person, will endeavour to identify.

Once a need is identified, the college will do its best endeavours to provide the right support.

Additional learning support is available on all college sites.

WFCG will ensure that students and tutors are made aware of the access arrangements for examinations and that the potential requirement for assessment for arrangements is timely and evidence-based in line with exam board guidance.



## **5. Commitment to Staff Training & Development**

All WFCG staff will be provided with opportunities and encouraged to take part in staff training activities relating to Learning Support and their commitments to The Equality Act 2010.

WFCG Governing Body ensures that all staff interact appropriately and inclusively with students who have SEN or a disability and provide opportunities to enable curriculum staff to develop their skills and awareness of effective practice and keep their knowledge up to date.

## **6. Compliance & Monitoring**

All learning support needs, plans and activity, will be recorded for each individual and appropriate information will be disseminated to relevant managers/teaching staff to ensure that student/learning needs can be adequately met within a programme.

All activities will take place in line with the current Equality and Diversity Policy, Disability Statement, Health and Safety and other college policies with reference to The Equality Act 2010.

All learning support will meet the requirements of the Education and Skills Funding Agency (ESFA), Local Authority for high needs, other funding bodies and internal and external audit compliance requirements.

Where the student has a disability or illness which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities, WFCG must ensure compliance with The Equality Act 2010 in accordance with the WFCG Disability Statement. This may include the making of reasonable adjustments.

Relevant staff will be advised of additional learning support and/or other adjustments required to enable students to undertake the course and achieve their potential.

Where deemed appropriate, students may need to go through a Risk Assessment procedure.

The college's notional SEND budget is used to commission a range of services to support students. Consultations of EHCPs will identify the support needed for learners. Dependent on services needed personal budgets could also be considered through discussions with Local Authorities.

Provision is monitored and evaluated throughout the academic year and at annual reviews with professionals, parents/carers (if under 18 or a vulnerable adult) and the young person. The Annual review will be led by a member of the ALS team where the focus will be on how the learner is progressing towards their outcomes/ course progress/ Preparing for adulthood and suitability of current support provision.

## **Confidentiality & Disclosure**

In line with The Equality Act 2010, prospective and existing students will be given opportunities and encouraged to disclose the existence and/or nature of a disability and/or learning difficulty/impairment or barriers to learning on the following occasions:

- On initial contact with the College
- On application
- At interview
- During enrolment
- During additional support interviews/assessments
- When arranging work placements and/or attending field trips
- When using the Careers Service, Counselling Service (FE only) or accessing Student Support Funds
- Events and examinations
- During tutorials or Core Studies
- During class

Students have the right to confidentiality; information about a student's disability cannot be processed without the student's explicit consent. Students should be made aware that this request may have an impact on adjustments that can be made.

It is recognised that once a student has disclosed a disability and the student is happy for the information to be shared, the information will be shared with relevant staff on a need to know basis only. The initial interview/assessment will provide the opportunity for this and this will then be formally recorded.

Students who disclose and are identified with an additional support need will have the opportunity to decline any offer of support. However, in such cases if this constitutes a health and safety risk to the College, other students or staff, the College may, through the risk assessment procedure, deem that it is in the student's best interest to take up the support on such grounds. This may affect

any decisions relating to the student's continued course of study. If support is declined, students will have the opportunity to re-apply for support in the future.

## **7. Monitoring, Review & Dissemination**

The effective implementation of the policy will be reviewed through:

- The creation of statistical reports
- Reports to governors
- Analysis of retention and success data
- Annual self-assessment
- Student/ parent voice

## **8. Roles & Responsibilities**

Learning Support is the responsibility of all staff at WFCG.

All support staff and specialist tutors have the responsibility to ensure the eligibility of students in receipt of learning support and provide feedback to managers and coordinators in relation to student progress and achievement.

All support staff and specialist tutors have the responsibility to ensure that all ALS records are completed in line with audit requirements and funding regulations.

All academic staff have a responsibility to ensure that students with potential or actual support needs are identified, referred to the Learning Support service for further assessment and identification of needs and/or that learning support is put in place, monitored and recorded accurately.

All academic staff have a responsibility under The Equality Act 2010 to ensure that all learning takes account of individual differences. This involves making reasonable adjustments to teaching and learning materials, respecting confidentiality, promoting and fostering inclusion and proactively engaging with discriminatory conduct by others.

Academic staff and support staff have the joint responsibility to communicate and provide for the students' support needs in line with any support plans.

The ALS managers alongside the Vice Principals Sixth Form and FE will ensure that the policy is effectively implemented in terms of:

- Systems and procedures
- Ensuring appropriate methods and assessment tools are utilised
- Analysis of assessment results and feedback to students

- Co-ordination of appropriate support for individual students
- Monitoring effectiveness of support and providing high quality training to staff where required
- Monitoring the effective dissemination of information to appropriate tutors and course co-ordinators
- Dissemination of general information regarding specific learning difficulties and/or disabilities

All staff will ensure that students identified as requiring additional support have access to the agreed support.

All staff will ensure that support staff are made aware of any timetable changes so support staff can be redeployed efficiently.

All staff will ensure that any potential support needs identified through the course review process are collated and referred to the appropriate support service.