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Special Educational Needs and Disabilities Policy and Procedure

**This document can be made available in other formats,
on request**

Special Educational Needs and Disabilities (SEND) Policy and Procedure

1. Introduction:

At Newbury College, we are committed to offering an inclusive curriculum 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 S139a Learning Disability Assessments (LDA) or Education Health & Care Plans (EHCP) meet the definition of disability. This policy defines all these students as SEND students and introduces three SEND categories:

- a. Students with an S139a (LDA) / EHCP, who may and may not be considered to be High Needs Support Students
- b. Students who self-refer themselves or are referred by the curriculum staff as in need of learning support
- c. Students who are under the age of 16 or reside in post codes that are categorised as disadvantage areas

Hence, students are identified as in need of special educational support if they are under the age of 16, have any difficulty in accessing education, and if they need any special educational provision to be made for them; i.e. anything that is in addition to or different from what is normally available at Newbury College.

2. Admission:

The admissions criteria at Newbury College should not discriminate against students who fall into the above three categories of SEND irrespective of the Protected Characteristics as referred to in the Single Equality Duty Policy and they must be treated as fairly as all other applicants for admission.

This policy builds on our Newbury College Single Equality and Diversity (SED) policy, which recognises the entitlement of all students to a balanced and broad curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

The 'Fitness to Practise' policy will be referenced in the admission of all Higher Education applicants for the programmes specified within that policy. HE students with learning difficulties, recruited to Newbury College for a programme of study provided for a partner university, may also be entitled to apply to that university for learning support.

3. Identification of SEND students and SEND provision

At Newbury College we have adopted a whole College approach to the SEND policy and practice, where students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of Newbury College.

On entry to Newbury College, each student's attainment will be assessed in order to ensure continuity of learning from school, College or when transferring from another educational provider. For students with identified SEND, the College SEND Coordinators (Learning Support Team Leader and High Needs Support Officer) will provide individualised support to meet the needs of the learners, as follows:

1. General Learning Difficulties Support:

This level of support applies to students who are under the age of 16 or have been identified as living in a disadvantaged area. Each student's performance will be confidentially assessed. If curriculum staff recommend additional support then the students will fall into the next category of SEND support.

2. Targeted Learning Difficulties Support:

This level of support is provided to students who have either self-identified themselves as in need of support or have been referred to the learning support team by curriculum staff. The Learning Support Team Leader in liaison with curriculum staff will develop a bespoke level of support.

The following are some examples of the support provided:

- Full-time education in classes, with additional help and support by curriculum staff through a differentiated curriculum
- In-class support with Learning Support Tutor i.e. specialists support within class
- Regular review of progress and updating of ILP targets
- Differentiation of the curriculum
- Small group/individual tuition on literacy/numeracy
- Monitoring of ILPs and VA targets by Curriculum Support Assistants (CSAs)
- Mentoring by a member of the Learning Support Tutors team
- Individual work with specialists from outside agencies
- Support during work experience
- Access arrangements in exams
- Careers advice
- Provide guidance on required tolerance or time extensions for Higher education students with learning difficulties.

3. Dedicated Learning Difficulties Support:

This level of support is provided to students who have been identified as having an S139a (LDA) / EHCP and are in need of a high need level of support (High Needs Support students).

The majority of such learners enrol on provision provided by the Foundation Learning department. However, the success of Newbury College in ensuring that High Needs Support students are integrated into all aspects of Newbury College means that there are some students on higher level courses. The SEND Coordinators, the Programme Leader for Additional Learning Support and High Needs Support Officer) in liaison with curriculum staff, of Foundation Learning or mainstream curriculum, will develop a bespoke level of support to meet the needs of such students.

4. Students with English as an additional language

Particular care will be given to students whose first language is not English. Curriculum staff will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. During the application stage students will be identified as having EAL. Students' English proficiency will be assessed and any additional support that might be required will be put in place. The Programme Leader for Additional Learning Support will liaise with the appropriate curriculum staff, and if necessary external agencies, to discuss the needs of such students. Depending on the assessment, if appropriate a home language assessment, the student may be identified as a student in need of support i.e. SEND student. The entry requirements for Higher Education courses where English is not the applicants first language, are prescribed in the College Recruitment and Admissions Policy and in the Entry Criteria.

5. Monitoring SEND student progress

The SEND coordinators will ensure there are at least 2 individualised progress reports per year, reviewing the performance of each student receiving 'Targeted Learning Difficulties Support' or 'Dedicated Learning Difficulties Support'. These reports will be issued to parents or students' guardians, as appropriate.

The second report will focus on the student's intended progression needs and coincides with Annual Review Dates of students with an S139a (LDA) / EHCP. Newbury College will endeavour to hold the reviews in an informal manner, and parents/guardians/supporters' views on their students' progress will actively be sought. Wherever possible or appropriate Newbury College will involve students in this process.

6. Evaluation of SEND students' performance

Newbury College has a dedicated specialist support team as part of the Progression and Academic Specialist Staff Team. They are led by the Head of Student Support and High Needs Funding who will report annually to SLT and Governors on the success of all SEND students in relation to:

1. Success in their core provision
2. Attainment of Maths and English (Not applicable for HE students)
3. Progression

7. Request for statutory assessment

Newbury College will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

Newbury College will have the following information available:

- Actions already put in place to support the student
- Student's ILPs
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- Current performance on course
- Literacy/Numeracy attainments
- Other relevant assessments from specialists
- Views of parents
- Where possible, the views of the student
- Social Services/Educational Welfare Service reports
- Any information on any other involvement by professionals e.g. counselling

An EHCP will normally be provided, after a Statutory Assessment, where the LA considers the student requires provision beyond what normally Newbury College can offer. However, it is recognised that a request for a Statutory Assessment does not inevitably lead to an EHCP.

Newbury College recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Higher education applicants will be asked to provide a copy of any pre-existing EHCP or relevant documentation to inform their support.

8. Learning Support Team

SENDCO	Head of Student Support and High Needs Funding & Foundation Learning Manager	PASS Team Foundation Learning Academic Team Foundation Learning Support Team
Specialist support	Learning Support Tutors	Learning Support Tutors & Key Workers
General Support	Progression and Academic Support Coach (PASC) Mainstream. Senior Support Staff & Support Staff for Foundation Learning	Curriculum Support Assistants (CSAs) Care Assistants
Remit	General Learning Difficulties Support Targeted Learning Difficulties Support Dedicated Learning Difficulties Support, for students on mainstream curriculum (L1 & L2)	Dedicated Learning Difficulties Support, for students on Foundation Learning curriculum (Connect, Enterprise, First Skills, etc.)

Leadership and Management

Newbury College's SEND Team play a crucial role in ensuring Newbury College's SEND support is suitable for the needs of the learners. This involves working with the Deputy Principal, in charge of curriculum, to determine the most suitable curriculum and the appropriate level of support needed for all SEND students.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy and practice
- Co-ordinating the provision of the support for all students with SEND
- Overseeing students' records in relation to their support needs
- Liaising with and giving advice to curriculum staff who have SEND students in their classes
- Making a contribution to continuing professional development to develop awareness of resources and practical teaching procedures for use with SEND students
- Supporting the management of CSAs, Keyworkers and Learning Support Tutors
- Maintaining SEND register
- Liaising with the parents of students with SEND
- Liaising with external agencies, LA support services, Health and Social Services, Adviza PA and voluntary bodies
- Reporting on the overall performance of SEND students, as per section 6

For further details, please refer to HR Job descriptions

Specialist SEND Support

Specialist support tutors, such as PASCs and Keyworkers, will work in liaison with class and curriculum staff but generally under the direction of their line manager. Their work can be in or outside a classroom environment depending on the students' needs.

They are expected to:

- Undertake specialist assessment
- Make sure all those who work with SEND students are aware of their needs and what this means in practice
- Meeting with curriculum staff to discuss support level
- Help plan an appropriate package of intervention, in consultation with curriculum staff
- Work collaboratively with curriculum staff to differentiate the lesson including assisting in preparation of modified activities, texts, materials, etc.
- Collate contributions from subject and pastoral colleagues to the ILP's and reviews
- Write and review the ILPs for students they work with
- Ensure the students are fully involved and aware of the ILP targets
- Provide additional teaching to individuals or groups of students outside or in the classroom to:
 - enable them to access the curriculum
 - develop basic skills
 - make progress towards their ILP targets
 - ensure students are following work set in the class including homework
- Follow a particular programme that has been set up by an outside agency such as speech therapy
- Ensure, with curriculum staff, that the parents are kept informed of the students' progress
- Keep records and be involved in meetings with parents and outside agencies
- Carry out management tasks as directed by the SENDCO

For further details, please refer to HR Job descriptions

General SEND Support

General SEND support is linked to specialist support with Tutors/Mentors and Care Support Staff working under the direction of their Head of Department Learning, Head of Student Support and High Needs Funding or the Foundation Learning Manager. Their work is linked to assisting curriculum staff to meet the students' needs.

CSAs/PASCs are expected to:

- Follow a timetable of support set up by the Foundation Learning Manager and the Course Leader for mainstream courses.
- Meet regularly with curriculum staff to plan the students' support
- Support curriculum staff in:
 - Assisting in identification of students with SEND
 - carrying out basic assessments of the students' needs
 - making contributions to the ILPs
 - keep records and contribute to reviews
- Work with small groups or individuals, mainly within the classroom
- Adapt materials and modify work to support the SEND students
- Ensure students are following work set by curriculum staff, including homework
- Help students organise themselves, gather or come with the correct equipment
- Help ensure students are fully involved and aware of the ILP targets and work towards those targets.

- Maintain records of their intervention
- Provide brief reports about the students
- Attend and contribute to meetings with the students and parents
- Carry out tasks as directed by the Line Manager

- Within the Foundation Learning Curriculum:
 - work with students outside the classroom under the direction of the Foundation Learning Manager and appointed Senior or Teacher
 - support students with motor, mobility or sensory difficulties get around Newbury College building
 - assist students with physical and severe learning difficulties to dress and undress themselves as necessary
 - supervise students with medical or motor difficulties at lunch or break times, maybe assisting them to eat
 - follow a prescribed programme set up by the Foundation Learning Manager and/or another outside agency

For further details, please refer to HR Job descriptions

9. Arrangements for complaints

Should students or parents/guardians/supporters be unhappy with any aspect of support provision they should discuss the problem informally with the relevant member of staff in the first instance. Anyone who feels unable to talk to the curriculum staff, or is not satisfied with their comments, should ask to speak to the Head of Student Support and High Needs Funding or the Foundation Learning Manager or follow the Complaints Procedure.

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