

Name of Policy:	SEND and Additional Learning Support
Last Approved:	September 2024
Approved By:	Local Governing Board
Consultation:	Guidance Team, Additional Learning Support
SLT Owner:	Harriet Riches, Assistant Principal

SEND and Additional Learning Support Policy

1. Policy Statement

- 1.1. It is central to Long Road’s vision to provide a high quality, supportive and inclusive learning experience for our students and we are strongly committed to ensuring equality of opportunity for all.
- 1.2. Long Road welcomes all students with special educational needs and disabilities (SEND) who meet our published entry criteria as outlined in the college’s Admissions Policy and Fitness to Study Policy and seeks to ensure that their needs are fully supported so they have the best experience, progress and outcomes throughout their course.
- 1.3. As required by the Equality Act 2010 we are committed to making all ‘reasonable adjustments’ possible to ensure that no student is placed at a ‘substantial disadvantage’ in comparison with those who are not disabled. Evidence of a special educational need or medical condition will be required in order to assess and put in place appropriate ‘reasonable adjustments’.
- 1.4. The college has an ‘anticipatory duty’ to prevent disadvantage and, as such, we strive to make accessibility and inclusivity a key part of all our planning and policy making.
- 1.5. Supporting the needs of students is a whole college responsibility. This means that all staff have a role in ensuring that students thrive in the college community whatever their additional learning support needs or disabilities.
- 1.6. The Additional Learning Support team has a particular role in identifying, assessing and providing appropriate individual support for students with SEND and to work with staff to provide information and strategies to enable them to support students’ learning needs.
- 1.7. In order for support to be effective, the views, wishes and feelings of the student are respected and central to the decision-making about provision.
- 1.8. This policy sets out the framework for this provision informed by the following legislation and statutory guidance:
 - The SEND Code of Practice: 0-25 years (2015)
 - The Children and Families Act (2014)
 - The Equality Act (2010)

The definition of a young person Section 83 (2) CFA 2014 means a person over compulsory school age but under the age of 25.

2. Policy Scope

2.1. The policy applies to all college staff including agency /casual staff and any working as volunteers.

2.2. The Children and Families Act 2014 defines SEN as follows:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or;

(b) has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream. Section 21 (1) CFA2014.

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (instead of health care provision or social care provision). Section 21 (5) CFA2014.

The definition of a young person Section 83 (2) CFA 2014 means a person over compulsory school age but under the age of 25.

2.4 The college has a duty to admit a young person if the institution is named on an Educational Health and Care (EHC) plan provided that the young person's 'age, ability, aptitude or SEN' does not make it 'incompatible with the efficient use of resources or the efficient education of others' and they meet the entry criteria listed in the college Admissions Policy and Fitness to Study Policy.

3. Aims of the policy

3.1. To ensure that the needs of students with SEND are identified and understood.

3.2. To ensure that students are given opportunities to be fully involved in all discussions and decisions about provision and support.

According to SEND COP (2015):

- Young people should be involved more and more closely in decisions about their future.
- Parents, or other family members, can continue to support young people in making decisions, or act on their behalf, provided that the young person is happy for them to do so.

3.3. To ensure that the needs of students with SEND are supported so they are given the opportunity to make the best possible academic and holistic progress and achieve successful learning outcomes.

3.4. To ensure that students with SEND are supported so they are able to access to all college activities and participate fully in college life.

3.5. To establish processes for effective dialogue and partnership with parents/ carers.

- 3.6. To promote effective working with other agencies involved in the care and support of the student.

4. Roles and Responsibilities

4.1. Additional Learning Support Department

Once a learning difficulty or disability becomes apparent and where a student is expected to meet the college's published entry criteria or is already a student at the college, the Additional Learning Support Department will:

- 4.1.1. Identify the support, facilities and reasonable adjustments required to meet a student's needs.
- 4.1.2. Liaise with the students, parents/carers, schools, other agencies, and in the case of students with an EHC plan with the local authority, to evaluate and put in place the provision and support which best meets those needs.
- 4.1.3. For applicants and students transferring to the college, agree a Transition Plan and ensure that the details of that plan are shared with all relevant staff before the start of the course.
- 4.1.4. Ensure that information about a student's individual support needs and learning needs are communicated to teaching staff and others involved in their college programme.
- 4.1.5. Where students have qualified for access arrangements in exams at previous educational institutions, check that documentation is valid so that the arrangements can be carried forward. If not, arrange a new assessment as soon as possible after enrolment.
- 4.1.6. For students already on a programme of study at the college, respond promptly to any change in circumstance and/or concern raised about a learning need or potential need for access arrangements for exams and assess and make any reasonable adjustments required.
- 4.1.7. Monitor the effectiveness of the provision put in place for students with SEND through the college's review processes, which may include 1:1s with specialist teachers and Progress Coaches, Key Assessments, and progress audits throughout the student's programme. For students with an EHC plan, conduct the annual review process with the Local Authority.
- 4.1.8. Provide information about progress to parents/carers through annual review process and/or after Key Assessment via Parent Consultations.
- 4.1.9. Ensure that records of support needs and the provision in place to meet those needs are maintained and up-to-date.
- 4.1.10. Promote and support full access to the curriculum, facilities and additional activities.
- 4.1.11. Ensure that Learning Support Assistants are suitably trained and supported in their work with students and monitor their effectiveness.
- 4.1.12. Advise teachers about differentiated teaching methods appropriate for individual learners with learning support needs or disabilities.
- 4.1.13. Contribute to CPD training and the production of materials and information for staff in order to support their teaching.

4.2 Teaching Departments

Working collaboratively, Heads of Department, Course Team Leaders and classroom teachers will:

- 4.2.1. Ensure that students with SEND have equality of opportunity and parity of experience and are included in all classroom activities.
- 4.2.2. Exercise 'anticipatory duty' by making sure that the needs of students with SEND are included in course planning and course materials.
- 4.2.3. Be fully familiar with the support needs of students on the course, and liaise with the Additional Learning Support department to meet those needs and adapt teaching and learning to support the needs of the students in their classroom.
- 4.2.4. Ensure that students have the access arrangements they are entitled to in mock examinations and, where appropriate, other key assessments. Access arrangements must reflect a student's normal way of working, and so should be in place for all learning, not just in exam situations.
- 4.2.5. Work collaboratively and provide timely information to ensure Learning Support Assistants facilitate the learning of the students on the course with which they are working.

4.3 Guidance Team

Directors and Deputy Directors of Student Care, Guidance & Progression and Progress Coaches will:

- 4.3.1. Oversee and support the whole college programme for students with special educational needs and disabilities, working in partnership with the student's key Specialist Teacher as necessary.
- 4.3.2. Take action to ensure that students have full access to and involvement in college activities including the Tutorial Programme, progression events and enrichment and extra-curricular activities.
- 4.3.3. Work in collaboration with the Additional Learning Support Department and Careers & Employability team to ensure that students have the best support for their progress and advice and guidance about progression.

4.4. Leadership Team

- 4.4.1. Ensure that the ethos of the college is inclusive and fully committed to equality of opportunity and parity of experience for students with SEND.
- 4.4.2. As part of the college's 'anticipatory duty' make sure that these considerations inform all college processes and policies.
- 4.4.3. Ensure that policies and procedures relating to students with SEND are implemented.
- 4.4.4. Make certain that members of staff within the Academic Support Department are appropriately qualified.

- 4.4.5 Resource any 'reasonable adjustments', additional facilities or staffing arrangements as required to support the needs of students with SEND.

Resource any additional training and qualifications needed to ensure that skills and knowledge are kept updated.

- 4.4.6 Review the quality of provision for students with SEND within the college's self-assessment and quality assurance processes.

4.5 Governors

- 4.5.1 Ensure that the college has appropriate policies in place and that these are updated regularly.
- 4.5.2 Foster an inclusive ethos where there is equality of opportunity and parity of experience for students with special educational needs and disabilities.

5. Monitoring and review of policy

The college's policy and provision is monitored and reviewed through:

- 5.1. Self-assessment and annual quality assurance cycle;
- 5.2. Classroom observation and learning walks;
- 5.3. Regular policy review by Governors (every 3 years minimum);
- 5.4. Feedback from students, parents/carers and staff.

6. Related Policies

Admissions Policy
Fitness to Study Policy
Equality and Diversity Policy