

## SEND Policy

<b>Procedure Title:</b>	<b>Special Educational Needs and Disabilities Policy</b>
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<b>Approved By:</b>	<b>Iain Glendinning</b>
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### 1. SCOPE AND PURPOSE

This policy outlines Lakes College West Cumbria's commitment to meeting its statutory duties to learners with Special Educational Needs and Disability (SEND), and providing an inclusive, safe learning environment where learners with SEND can thrive. This policy responds to the requirements and recommendations of:

The Children and Families Act 2014.

Special Educational Needs and Disability Code of Practice 0-25 years (January 2015).

The Equality Act 2010.

Keeping Children Safe in Education (DfE 2020).

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

### 2. GENERAL PRINCIPLES AND DEFINITIONS

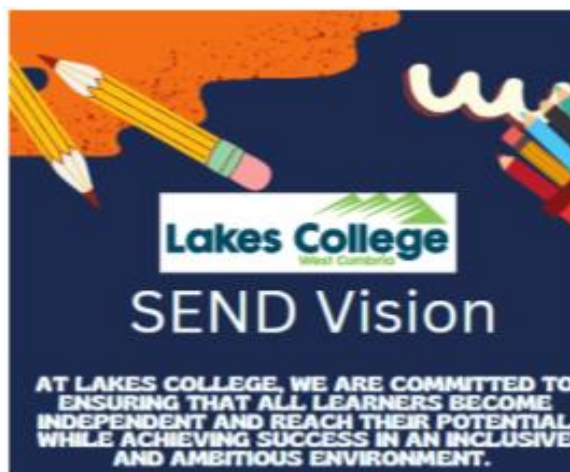
The college are committed to ensuring that all learners reach their potential and achieve success in an inclusive and ambitious environment.

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 SEND Code of Practice states that learners have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have 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 post-16 institutions.

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”. Learners with a disability do not necessarily have SEND, but there is a significant overlap between disabled learners and those with SEND. Where a disabled learner requires special educational provision they will be covered by the SEND definition.



### 3. Learners with SEND

See Appendix 2 for the Lakes College SEND Cycle

#### 3.1 Pre-entry to College

We encourage learners with SEND to disclose their need to the college at the earliest opportunity, so that appropriate support can be put in place in a timely manner. Opportunities for disclosure will be provided before, during and after application. The college will ensure that staff are available at open events to discuss what support is available, and offer SEND specific events to those who would benefit from them.

Where the college is aware that a young person with an Education Health and Care Plan (EHCP) intends to apply to us, then a member of the Learning Support (LS) team will attend their annual review at school to aid transition, when invited by the school or Local Authority.

Any applicant that declares SEND will have a discussion at interview with the LS team to discuss what support is needed, including any support with their interview. Where applicable, the LS team will also liaise with any external agencies involved with supporting the learner. Careers team

Learning Support Lead or Inclusive Learning Leader attends interview carried out by curriculum team member.

#### 3.2 Transition into College

The Learning Support Leads coordinate the transition process into college.

Where appropriate, learners with SEND will be offered support with their transition into college. 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.

Where a learner has an EHCP, the transition plan should be agreed at the annual review in the year preceding the entry to college, however it may be appropriate in some circumstances for this to be agreed 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. Lead LS Practitioners go into schools to help facilitate transition into college.

### **3.3 Support while at College**

The college will provide support to enable any learner with SEND to access their programme of study so that they are not disadvantaged due to their SEND. We endeavour to meet need through careful planning and high-quality teaching, learning and assessment, and other support strategies for those so require it.

Where additional support is needed, the Learning Support team will in collaboration with delivery teams produce a SEND Support Strategy which is recorded in EBS and appears on the group profile.

If a learner is based for part of their programme in a workplace (e.g. an apprenticeship, internship or work placement), then with the learner's permission the employer will be included in communication regarding support.

Learning support is intended to be flexible and creative in order to meet the needs of individual learners. Support strategies are varied but can include:

Access to in-class support.

Communicators for hearing impaired learners.

Out of class Study Skills Support

Meet and greet into college

Lunchtime supervision

Orientation

Personal care support.

Qualified and experienced learning support workers

Support for Social, Emotional and Mental Health which include a college counsellor and pastoral support

Quiet spaces when feeling overwhelmed

Liaison with relevant professionals to ensure personalised provision can be put into place to promote independence and preparation for adulthood and employment

Access to ICT and assistive learning technology to develop study skills and promote independence; including loan of equipment.

Assessment for access arrangements for examinations.

### **3.4 Identification of Support while on Programme**

Teachers and training staff, 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 should 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 Learning Support team should be made. Discussion with one of the Learning Support Leads will then take place to establish what, if any, additional support can be offered.

### **3.5 Education, Health and Care Plan (EHCP) Reviews**

Learners with an EHCP will have their progress reviewed regularly throughout the year, with their EHC plan being reviewed annually. Parents/carers will be kept informed at all stages, and all relevant professionals will be invited to the annual review. Preparation for Adulthood, Realistic Aspirations and Next Steps will form key components of the EHCP outcomes agreed for all learners at the college.

Delivery staff will be required to contribute to the EHCP Review Process, either before the meeting or by attending the meeting.

### **3.6 Higher Education (HE) Learners**

HE learners who disclose a disability will be supported to complete a DSA application.

## **4. 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 using our "BEST Endeavours" as outlined in the SEND Code of Practice.

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.

## **5. Continuous Professional Development (CPD)**

The college is committed to the Professional Development of all staff, and SEND training is a key priority. Learning Support 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.

There will be a mandatory annual SEND update for all staff.

### 6. Reporting Concerns

In line with the college's complaints procedure, learners are encouraged to resolve any issues/concerns informally before making a formal complaint. If a learner with SEND (or their parent/carer) need support with raising an issue/concern, either informally or formally, then this will be made available via the Learning Support team.

### 8. Staff Responsibilities

The Director of Curriculum & Skills is the Strategic Lead with oversight of SEND. The Inclusive Learning leader is the operational lead for SEND, working closely with the curriculum leaders.

See Appendix 1 for More Detail

### 9. EQUALITY AND DIVERSITY

The EqIA for this policy is available on the college's sharepoint site.

### LINKED POLICIES AND PROCEDURES

Examinations Access Arrangements Procedure

Data Protection Policy.

Health and Safety Policy.

Safeguarding and Prevent Policy.

Qualifications, CPD and Professionalism of Staff

Tutorial Provision.

Complaints Policy

### LOCATION AND ACCESS TO THIS POLICY

This policy is available on the college's Sharepoint site.

## APPENDIX 1

### 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.

Ensure that the Link Governor completes a SEND link visit twice a 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 Vice Principal: Curriculum & Quality will:

Provide the link between the Director of Curriculum and the Executive team

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 Director of Curriculum & Skills will:

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

Ensure that the Senior Leadership 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.

Ensure that the Element 3 Funding Claim is accurate and submitted to the Local Authority

#### The Inclusive Learning Leader will:

Support SLT to ensure that this policy is effectively implemented.

Carry out Quality Assurance activity

Create and implement effective systems and procedures for the recording and delivering of LS 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 and goes beyond the statutory requirements for all learners with SEND.

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.

### **Curriculum Middle Leaders 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.

Allocate resource to enable effective support to be implemented for learners with SEND who do not need ongoing support from the Learning Support 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.

### **Learning Support Leads will:**

Support the ILL to create and implement effective systems and procedures for the recording and delivering of LS across the college.

Support the ILL to 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 and goes beyond the statutory requirements for all learners with SEND.

Work as the Link with schools to support the smooth transition for all SEND learners into college.

Work with the examinations team to ensure that effective processes are in place regarding Exam Access Arrangements.

Provide advanced learning support across the college.

Act as the Link between delivery teams and the Learning Support team.

### **Teaching & Training delivery staff will:**

Deliver a differentiated curriculum enabling all learners to make progress.

Promote an inclusive atmosphere within the teaching and training 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.

Maintain effective working links with the Learning Support 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.

### **Learning Support Assistants will:**

Deliver differentiated SEND Support Strategies enabling all learners to make progress.

Promote an inclusive atmosphere within the teaching and training space.

Ensure any materials used are accessible to all learners.

Monitor the impact of support strategies for learners.

Maintain effective working links with the Delivery teams, ensuring any learning based reasonable adjustments needed have been implemented.

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 and reviews.

Act on agreed support strategies.



Inform the college of any changes to need.

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