



**100+** YEARS  
TEACHING EXCELLENCE

## SEND Policy & Procedure – 102

January 2024

# SEND POLICY AND PROCEDURE – 102

## 1. Policy Statement/Purpose/Introduction

- 1.1 The Special Educational Needs and Disabilities (SEND) strategy aims to clearly define how the college will support individuals with special educational needs, difficulties, and/or disabilities to ensure they receive appropriate, differentiated support on programme. Effective support will ensure students can achieve their identified programme aims and reach their full potential. It outlines the measures the college will take to identify need, conduct thorough assessment of ongoing need, and the support measures in place for students with SEND.
- 1.2 It is recognised that the student cohort is broad and diverse, and consequentially that the ability of a young person to successfully access all aspects of their curriculum is dependent on support that is timely, differentiated, and appropriate to the needs and wants of the individual. This policy is the framework within which this support is provided.

## 2. Strategic Plan Objective and Themes Links

- Outstanding teaching, learning and assessment.
- Inclusive, thriving community.

## 3. Scope of this policy

- 3.1 Support is available for all students who have (or believe that they have) an additional numeracy or literacy need (such as dyslexia or dyscalculia), a learning difficulty, disability, a physical disability, or a medical condition that may affect their ability to learn. Support may be provided in a variety of environments: in class, within a small group, a workshop, or in a 1:1 support situation with a suitably skilled member of staff.
- 3.2 Support will be provided after assessment of need, completion of a support needs assessment, and subject to evidence being provided to the college that will support appropriate strategies being implemented. Evidence type may include a medical report from a suitable professional, an Education, Health and Care Plan (EHCP) or a current report from a registered therapist or support service. Support on programme is subject to an identified resource being available and predicated on the assumption that suitable evidence has been provided to the college.
- Support can be requested at any point during a student’s time at Oaklands College, and the college will provide such support if it reasonably can with the resources that are available.
  - Effective support is any activity that is planned and implemented to help the student in question overcome or reduce any identified barriers to learning, participation, and attainment. Support will be designed to reduce the young person’s need on external support and develop skills such as expressive communication, internal discipline, and resilience, enabling them to work more independently in the future. Support will be goal driven and measurable. Student progress is reviewed every term (at the minimum) and targets set to develop autonomy and strategies for independent learning.

Reference	Send Policy and Procedure 102	Postholder Responsible for Review	Director of Faculty, LIFE and Skills for LIFE
Review Date	January 2024	Next Review Date	January 2025
Issuing Authority	SLT	Primary Distribution	Intranet

## SEND POLICY AND PROCEDURE – 102

- Personalised support is any planned activity that takes into account the individual’s strengths, areas for development, preferences, learning need, and aspirations. Appropriate support encourages and motivates the student to actively engage with the planning and implementation of such support. The support plan will consider the SEND agenda as required and include strategies for increased independence and employability/pre-work skills in line with the get career ready strategy where appropriate.
- Appropriate, differentiated support is for the purpose of this document defined as that which considers the needs, preferences and aspirations of the individual whilst also demonstrating a consideration for the wider social context. Appropriate support is stimulating and challenging and considers individual need, values, and expectations but also provides the individual with a functional understanding of the expectations and values of wider society.

### 4. Monitoring Impact

- Identified processes, intervention strategies, outlining the support, inclusion and accommodations needed for students with diverse needs.
- Positive impact through delivering inclusive support that enhances educational outcomes.

### 5. SEND Policy

- 5.1 As per 3.2, students may disclose a disability, difficulty, or a social, emotional, or mental health need at any point during their learning journey. The college actively promotes inclusive learning environments and encourages students and their advocates to disclose any information about an additional need as early as they feasibly can to support effective and efficient planning and implementation of any provision needed.
- 5.2 Any member of staff may refer a student for additional support. A student can also self-refer. Referrals can be made via ProMonitor, under the referral tab in the student profile. Once submitted, a member of the ALS team will contact the student for an initial interview and then conduct a full support needs assessment. It is important that any evidence such as previous exam arrangements or any other supporting document such as the EHCP or professional report(s) is shared with the ALS team leaders at the relevant campus the young person is studying.
- 5.3 The college will assess the student’s needs and will take account of the student’s own views on their needs as part of the assessment in addition to giving due consideration to any evidence that has been provided.
- 5.4 The purpose of the support needs assessment is to confirm the nature of the need(s), gain more detailed information relating to the need(s) and, where appropriate, begin planning the support process that will ensure effective learning and success on programme.
- 5.5 The college requires current evidence to plan additional learning support. Evidence may include:
- DSA and specialist assessment (for HE learners).
  - An Education, Health and Care Plan (EHCP) issued by the relevant local authority.

Reference	Send Policy and Procedure 102	Postholder Responsible for Review	Director of Faculty, LIFE and Skills for LIFE
Review Date	January 2024	Next Review Date	January 2025
Issuing Authority	SLT	Primary Distribution	Intranet

## SEND POLICY AND PROCEDURE – 102

- A reference from the Special Educational Needs Coordinator (SENCO) at the young person’s previous school or college.
  - Referral from a tutor or other member of college staff.
  - A medical reference or report.
  - An educational psychologist report.
  - Samples of students work.
  - Results of specialist testing and/or diagnostic assessment conducted by the college.
  - Initial assessment such as BKSB or free writing results which indicate a level of support need.
  - Results obtained from a support needs assessment.
- 5.6** A support plan and SMART targets will be developed in conjunction with the student, that gives details of:
- The aims and objectives of the support being provided.
  - Additional support provision planned, and how this will be implemented.
  - Targets, aims and review schedules to assess the impact of the support provided.
- 5.7** With the student’s consent, all the relevant information that contributes to effective and appropriate provision will be shared with relevant College staff through meetings or on databases such as ProMonitor.
- 5.8** Students have the right to withhold or withdraw consent at any time and decline the support being offered. The student will need to sign a document that will be retained by the college confirming that they have declined the offer of support.
- 5.9** The College reserves the right to withdraw support if the student does not maintain satisfactory attendance or does not work towards the agreed goals. In such cases the student will, where possible or appropriate, be referred to other professional help or services. If the student fails to attend for two consecutive sessions without communicating the reason for their absences then support will be withdrawn. The student will need to contact the relevant ALS Team leader based at their site to request support again if it has previously been withdrawn.
- 5.10** All information disclosed by students for the purposes of providing additional learning support will be stored on the College network in accordance with the Data Protection Act.
- 5.11** The formal EHCP consultation process involves collaboration between the college, the student, and relevant professionals to create or review the Education, Health, and Care Plan. The Local Authority must consult with the college in the first instance and a formal response sent by college staff agreeing that need can be met must be put in place. Full disclosure of the EHCP must be made prior to enrolment. If the consultation process has not been followed and disclosure requirements have not been met, then the college reserves the right to withdraw a placement offer. If there is a significant discrepancy between the need described and the need presented, then a review of the EHCP should take place at the earliest opportunity. The consultation and review process includes gathering information about the student's needs, considering input from teachers and support staff, and ensuring that the plan addresses both educational and health-related requirements that can be met by the college as per the Childrens and Families Act 2014.

Reference	Send Policy and Procedure 102	Postholder Responsible for Review	Director of Faculty, LIFE and Skills for LIFE
Review Date	January 2024	Next Review Date	January 2025
Issuing Authority	SLT	Primary Distribution	Intranet



## SEND POLICY AND PROCEDURE – 102

**5.12** Any disclosure made by a student during an assessment or a support session that raises a safeguarding concern will be managed via the safeguarding policy. In such circumstances absolute confidentiality cannot be promised and the nature of the disclosure may need to be shared internally and externally.

**5.13** A summary of the support services and processes provided by the college:

- Pre-entry advice and support.
- Advice and support throughout the application, interview, and enrolment process.
- Specialised assessment of needs before and during the course.
- Access to specialist equipment and software.
- Small group sizes.
- In-class and one-to-one support.
- Assessment and examination access arrangements.
- Support with work placements and progression to further education, training, or employment.
- Information, advice, and awareness training for staff.

**5.14** Oaklands College takes student complaints and feedback seriously. Complaints and comments should be managed via the relevant college procedure depending on the nature of the complaint or comment.

**5.15** Additional learning support is monitored via:

- Individual Learning Plans
- Student reviews
- Observations of lessons and one to one session
- Management information data (especially student and staff attendance)
- Self- Assessment
- Team meetings
- Appraisal and supervision meetings
- Collection of case studies
- Progression of students receiving support

**5.16** We will fund learners with learning difficulties or disabilities as set out in the Apprenticeships, Skills, Children and Learning Act 2009. We encourage learners to self-declare their learning difficulty and/or disability to their provider. This will ensure they can quickly and effectively have their support needs identified and continue that support thereafter. Learners with needs that necessitate a programme within the discrete Learning for Living and Future Employment (LIFE) curriculum offer will likely have their needs disclosed by an advocate or professional and access their placement via high needs funding.

We provide learning support funding to help all eligible learners with an identified support need to gain the skills they need:

- for employment.
- to participate meaningfully in their local community.
- to lead a more independent life.

The above covers the SEND agenda requirements as well as facilitates academic and pastoral support.

**5.17** Oaklands College recognises and accepts its responsibilities under The Equality Act 2010 and the Public Sector Equality Duty to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people.

Reference	Send Policy and Procedure 102	Postholder Responsible for Review	Director of Faculty, LIFE and Skills for LIFE
Review Date	January 2024	Next Review Date	January 2025
Issuing Authority	SLT	Primary Distribution	Intranet

# SEND POLICY AND PROCEDURE – 102

## 6. Responsibility and management structure

6.1 The director of Faculty for life and skills for life holds overall senior management responsibility for additional learning support.

- The Head of Additional Learning Support/ holds overall management and senior operational and strategic responsibility for ALS.
- Additional Learning Support Team Leaders hold responsibility in their centres and designated specialisms for operational co-ordination and delivery of support.
- Additional Learning Support Tutors and Learning Support Assistants deliver and facilitate support programmes to students.

## 7. Key definitions / glossary

Abbreviation/Acronym	Full Title	Summary
<b>EA 2010</b>	The Equality Act 2010	Legally protects people from discrimination in school, the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it is unlawful to treat someone.
<b>EHCP</b>	Education, Health and Care Plan	An Education, Health and Care Plan (EHCP) is a legally binding document that: describes all of the special education, health and care needs of the child or young person which relate to their disability. sets out all of the extra help and support they will need to overcome barriers to learning.
<b>AR</b>	Annual review	The review of an Education, Health & Care Plan. This must be completed within 12 months of making the Plan and then on an annual basis.
<b>C&amp;F 2014</b>	Children and Families Act 2014	From September 2014, there will be a number of changes to improve services for children and young people with special educational needs and disabilities (SEND). The changes are a result of the Children and Families Act 2014 which became law on the 13 March 2014. The Act aims to improve how different agencies and services work together and create a more joined-up approach to the statutory assessment process for children and young people with the most complex needs.

Reference	Send Policy and Procedure 102	Postholder Responsible for Review	Director of Faculty, LIFE and Skills for LIFE
Review Date	January 2024	Next Review Date	January 2025
Issuing Authority	SLT	Primary Distribution	Intranet