



# Special Educational Needs and Disabilities (SEND) Policy Further Education Students

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## **1. Introduction**

Colchester Institute is committed to providing the highest standard of support for our learners with Special Education Needs and Disabilities (SEND) ensuring that every student has the support to achieve and excel.

We recognise and embrace that the needs of students with SEND is the responsibility of the whole college and does not sit in isolation or belong to just one team. Embedded support through excellent teaching includes such activities as reasonable adjustments, differentiated teaching, strategies and a general, supportive person-centred approach, all teachers are teachers of Special Educational Needs and Disabilities (SEND).

Teaching staff and the Additional Learning Support team (ALS) work in tandem along with other key teams including exams and the safeguarding and welfare team to provide support for students who have SEND needs. Teaching staff are uniquely placed to observe students in learning on a daily basis and will endeavour to make reasonable adjustments to adapt their teaching and learning to individual students. Where further “additional” support is identified and required teaching staff will engage with the ALS team to work together to provide appropriate support.

The term Additional Learning Support includes any activity providing direct support to an individual student over and above that provided in a standard study programme, and which leads to achievement of their qualifications and learning goals. The need may arise from a learning difficulty or disability, or from English, maths, or literacy requirements. Colchester Institute recognises that all young people are individuals and strives to ensure a person centred approach to the assessment of need and subsequent provision of support. In light of this, the SEND policy recognises the importance of the Equality Act 2010 and, more recently, the Children and Families Act 2014 and Special Educational Needs & Disability (SEND) Code of Practice. Their implementation is integral to this policy.

## **2. Funding for Additional Learning Support**

Support for students with an identified SEND need (16-18, or 19-25 with an Educational Health and Care Plan) is available within the College’s funding allocation from the Education and Skills Funding Agency (ESFA), provided the student is on a full time Study Programme.

Adult learners and apprentices (all ages) on ESFA funded courses can receive support to the value of £150 per month. A top-up can be applied for if their support needs are greater.

ALS funding is available for students who have taken out an Advanced Learning Loan, in these cases an assessment will be made and support implemented as deemed appropriate and within the limit of the funds available.

Additional High Needs funding may be claimed from the student’s Local Authority for ESFA funded students 16-18, or 19-25 with an EHCP, where Colchester Institute provides ALS that will cost over £6,000 in an academic year. High Needs funding for individual students must be approved by the relevant Local Authority prior to being put in place.

No funding for ALS is available for full-cost or leisure courses.

### **3. Identifying and assessing support needs at application**

Support needs will be identified at application stage, where additional needs are declared by the applicant, in this instance the application will be reviewed by the ALS Team and more information will be sought from the applicant / family / previous school or college as appropriate. The applicant may be asked to attend a separate ALS assessment interview if deemed necessary to establish the level of support required.

All applicants are asked whether they need any adjustments to be made at interview and this will be considered to ensure applicants with SEND have the same access to course provisions as others. Tutors may discuss support needs at interview but should not commit to support being put into place without consultation with the ALS team.

Information gathered by the ALS team is entered onto the student management information system EBS on the learner log, and upon enrolment this is then imported into ProMonitor and can then be accessed by teaching and support staff for the purposes of planning teaching, learning and assessment, and to determine reasonable adjustments and any level of Learning Support Practitioner (LSP) support. These records updated as changes to support occur. At the beginning of each academic year a report will be made available to key teaching staff via the EBS system, identifying students in their areas who have SEND/support needs; meetings with ALS Faculty Co-ordinators will also be offered to ensure staff are aware of each student and their needs.

### **4. Identifying support needs on-course**

Some students might choose not to disclose SEND needs at application and in some cases there may be underlying SEND needs which have not previously been identified. These needs can be identified by teaching or support staff after a student has enrolled, for example due to observation of the students' behaviour, through their written work or because the student discloses it. In these cases staff can use the [Additional Learning Support Tutor Referral Process](#) to highlight this to the ALS team so they can work together to carry out an assessment and work together to put appropriate support in place.

Information on ProMonitor will be updated with new and revised student information and as changes to support occur, so teaching staff and LSPs are advised to review their group information on a regular basis.

### **5. Applicants / Students with an Education, Health and Care Plan**

Colchester Institute is committed to delivering the provisions of the Children and Families Act 2014. We embrace our statutory duty to fulfil our obligations under the SEND Code of Practice for those aged up to 25 and are committed to making every effort to meet support needs.

Applicants who have an Education Health and Care Plan (EHCP) in their current education provision that is maintained by their Local Authority are asked to disclose this on their application form. At this point the College will ask the family and or the Local Authority Preparing for Adulthood Adviser for a

copy. To ensure any consultation process is carried out correctly, their application will be put on hold until the EHCP is received.

Colchester Institute supports a wide range of learners who have an EHCP for SEND needs and will carry out its best endeavours to secure the special educational provision that a young person needs. The college Lead EHCP and High Needs Funding Manager will coordinate the requirements for EHCP consultations and EHCP reviews, including with their current school / college.

Where there is uncertainty about the suitability of an applicant, or where the college is unable to reasonably meet their SEND needs, their application may be referred to an Admissions Review Panel, as outlined in the Further Education Admissions Policy. Where the decision is that we cannot admit the applicant, the College will decline to be named in the EHCP and this decision will be communicated in writing to the applicant and all other relevant parties.

## **6. Examinations and Exams Access Arrangements**

Exam access arrangements (EAA) can be granted to students with SEND provided this has been formally assessed and they have a JCQ8, EHCP Centre Note or where the correct medical evidence has been provided. The Course Tutor is responsible for abiding by the [Additional Learning Support Referrals process](#) when requesting access arrangements for exams. This process is critical to ensure Colchester Institute remains compliant with the Joint Council for Qualifications (JCQ) regulations and to enable the provision of resources which could include assistive technology, exam readers, scribes, extra time and / or small exam rooms.

JCQ8s are requested from schools at enrolment, and where possible these will be rolled over for the first year of a students' time at Colchester Institute. Where a new EAA assessment is required ALS will contact the student to offer an appointment for an EAA assessment. If exam access arrangements are agreed ALS will update ProMonitor accordingly; tutors should inform the exams department in the usual manner prior to exam board deadlines.

The Lead EHCP and High Needs Funding Manager may write a so called 'Centre Note' for candidates with Education Health and Care Plans, detailing required access arrangements, without the need for an assessment.

## **7. Allocation and Types of Support**

Support for students with SEND is delivered in various forms based on individual assessment of need or requirements and provisions within an EHCP. Learning Support Practitioners (LSPs) will be deployed where High Needs Funding supports one to one support, or based on the needs of a group of students as a whole, there is no automatic deployment of LSP support based on the level of course.

It is the responsibility of teaching staff and LSPs to read the information made available to them about their students (see sections 3 and 4) and to use this to inform their approach to supporting students.

Regular contact is made between ALS staff and course teams throughout the year and it is in the best interests of the student that a good dialogue is maintained.

Where LSP support is allocated to an individual student or a group, the course tutor will make use of a Collaboration Card to provide clear direction direct the work of the LSP(s) and confirm the actions they want them to undertake in each session.

Colchester Institute has broken support for our students into the following steps:

**Step 1: Excellent Teaching should be in place for all learners who require it and can include**

- Reasonable adjustments tailored to individual need – differentiated learning, adaptation of materials, smaller tasks, visual handouts
- Medical and Access arrangements
- Risk Assessments
- Access to IT
- One to one tutorial with Curriculum Course Leader/Course Tutor
- One to one tutorial with Progress and Destination Tutor

**Step 2: Focussed SEN Support, can include**

- Access to focussed in class shared support
- Support sessions with specialist teachers (one to one or group)
- Exam Access Arrangements
- Read, write software
- Assistive technologies
- Consultation support from local authority inclusion partner and educational Psychologist
- Transition support from students from school to college

**Step 3 – High Needs Support, can include**

- In/out of class support at ratio required
- Specialist assistive technology
- Transition support from students from school to college
- Lunchtime supervision
- Personal care
- Hoist
- Changing table
- Read and write software
- Mobility support
- Personalised medical interventions
- Quiet room

In addition, the following can be put into place where the need had been identified:

## **Hearing impaired/Deaf Access Support**

The Colleges' Deaf Access Team will meet with individual students and plan support to meet their needs, support can include:

- Communication Support Workers (CSWs) - Communicators transfer spoken English into BSL or SSE, whichever is preferred by the supported student, and can voice over signing if required. Communicators sign lectures and peer input, and modify written English.
- Notetakers - take notes in lectures and lessons. The notes are made to be kept by the supported student.
- Exam Access Arrangements: extra time

## **Visual Impairment Support**

Can include:

- Support in and out of class
- Exam Access Arrangements and reasonable adjustments
- Modified learning resources
- Assistive technology

### **8. Support and Training for College staff**

The ALS team will provide information, support and training for all teaching and support staff, including Learning Support Practitioners, in ways to plan for and make reasonable adjustments in their teaching and learning and provide support to students with SEND. This can include training sessions through CI7, the Excellent Teacher and Excellent Support Practitioner programme or through Learning Teaching and Development Days.

The ALS team can also provide information and training on different types of learning disability, and strategies to use to support individual students. This can be offered to individual staff or to course groups, including ALS staff attending curriculum meetings, and when required this can be targeted for areas with high numbers of students with identified SEND needs or to staff supporting students with EHCPs or HNS.

## **9. Apprenticeships**

SEND and support needs should be discussed as part of the apprenticeship sign up process, and in most cases learning support for apprentices in the workplace will be in the form of reasonable adjustments made by assessors. Apprentices requiring Additional Learning Support for sessions delivered on campus, or for Exam Access Arrangements can be referred the ALS team using the [Additional Learning Support Referrals process](#) and LSP support can be provided where this is a recommendation from the ALS assessment.

## **10. Review Activity**

Support for students with HNF and/or EHCP **must** be reviewed at intervals throughout the year. Colchester Institute is responsible for co-ordinating and hosting EHCP reviews, which are **statutory** in nature. Support for students who receive support but are not a HNS student or do not hold an EHCP will be reviewed regularly to ensure that the support is still required. The reviews will conclude whether the level of support is still required or whether it should be reduced or sometimes increased. There is a fine balance between support and limiting independence.

Teaching staff can assist these very important reviews by providing good quality information in a timely manner when requested to do so by ALS staff.

## **11. Related Policies and Documents**

- Strategic Plan – Better Careers Begin Here
- CI7
- Further Education Admissions Policy
- Diversity, Equity and Inclusion Policy