The Manchester College SEND Policy - Supported Learning

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3	September 2026	Updated

This policy is reviewed annually to ensure compliance with current regulations.

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1. Scope and Purpose

This policy outlines The Manchester College and LTE's commitment to meeting its statutory duties to students with Special Educational Needs and Disability (SEND), and provide an inclusive, accessible and safe learning environment where students with SEND can thrive. This policy responds to the legal requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years
- The Equality Act 2010
- Keeping Children Safe in Education (DfE 2020)
- JCQ Access Arrangements and Reasonable Adjustments Regulations 2025.26

The principles outlined within this policy apply to both young people and adult learners accessing provision across The Manchester College, recognising that support arrangements may differ according to statutory entitlements, funding arrangements and individual learner need.

2. General Principals and Definitions

The college believe that all students, regardless of any support needs should:

- Enjoy their studies
- Achieve their outcomes
- Move towards growing independence throughout their studies
- Progress into further studies, work, or High Education
- Learn the skills required for Adulthood

The Manchester College takes its legal responsibilities very seriously and seeks to go beyond what is required by law, putting SEND students at the heart of all planning, delivery and assessment. We are committed to providing an inclusive curriculum and supportive environment to ensure the best possible outcomes for students with SEND.

The Equality Act 2010 defines disability as "a physical or mental impairment which has a long term and substantial effect on their ability to carry out normal day to day activities". **Long term and substantial** is defined as 12 months. **Normal day to day activities** includes accessing education.

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

- Have a significantly greater difficulty in learning than most 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.

Students with a disability may not always have a SEND, however there is a significant overlap between students with disabilities and students with SEND.

The College recognises that SEND provision is currently subject to ongoing national review and reform, with developments expected in legislation, guidance, funding, accountability, and best practice. We are committed to maintaining a responsive and inclusive approach to supporting learners with Special Educational Needs and Disabilities (SEND) and will actively monitor national developments as they emerge. The College will review and update its policies, procedures, and support arrangements on a regular basis to ensure alignment with statutory requirements, sector expectations, and evidence-informed practice. Through continuous evaluation and improvement, we will work proactively to implement changes that enhance outcomes, participation, and opportunities for all learners with SEND.

3. Students with SEND

3.1 Pre-entry to College

We encourage students 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, and we are their first-choice destination, then a member of the Supported Learning Transition Team will attend their annual review at school to aid transition wherever possible and when invited by the school or Local Authority.

Transitions Team key contacts:

General transition queries should be directed to the team email:
TransitionTeam@tmc.ac.uk

Gabby Rowe growe@tmc.ac.uk 07739 336406 0161 674 5602 **Main Campuses:** • City Campus • Openshaw • Wythenshawe	**Sharon Howard** SHoward@tmc.ac.uk 07730 617884 0161 674 7267 **Main Campuses:** • City Campus • Harpurhey • Openshaw	Imanae Cohen ICohen@tmc.ac.uk 07715 634725 0161 674 7111 **Main Campuses:** • City Campus • Wythenshawe

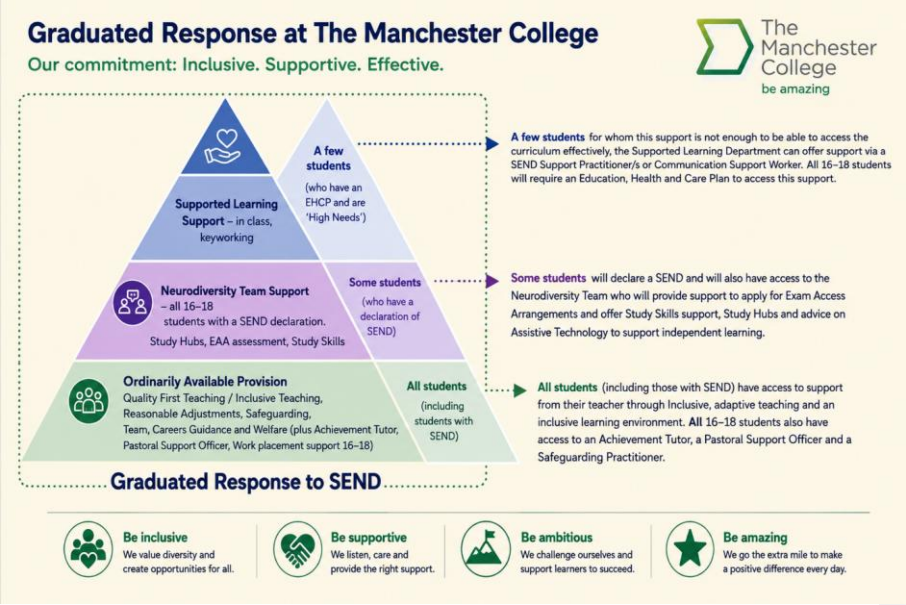
Any applicant that declares SEND will be contacted by a member of the Supported Learning team after enrolment to discuss what support is needed.

3.2 Transition into College

Where a student 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 student's needs.

3.3 Support while at College

The college has a graduated response to SEND. Approximately one third of all students enrolled at college declare some form of support need throughout their educational journey with us. A further 10 percent is likely to have an Education Health and Care Plan.



All 16-18 students and those on ACCESS to HE courses (including those with SEND) have access to support from their teacher through differentiated teaching, adaptation of teaching methods and differentiation. These students also have

access to an Achievement Tutor who will monitor attendance and progress. Pastoral, Mental Health and Wellbeing support and Safeguarding support are also available to all these students.

- **Some students will declare a SEND** and will also have access to the Neurodiversity Team who will provide support to apply for Exam Access Arrangements and offer Study Skills support, Study Hubs and advise on Assistive Technology to support independent learning.

- As part of a pilot provision, adult learners studying at Nicholls Campus, City Labs and the City Campus Manchester (CCM) may also access support from the Neurodiversity Team. This provision currently includes Exam Access Arrangements assessments, Study Hub support and advice regarding Assistive Technology to promote independent learning. The College intends to evaluate and expand this offer across additional adult provision and campuses during the next academic year.
- **A few students** for whom this support is not enough to be able to access the curriculum effectively, will require support via SEND Support Practitioners or Communication Support Workers within the classroom. Support may involve in class support, or a mixture of key working and in class support. All 16-24 year old students will require an **Education, Health and Care Plan** to access this support.

Commented [MS1]: This is only for 16 - 18 and Access - think we should identify this

Commented [TM2R1]: actioned

Commented [MS3]: What about those aged 19 to 24?

Commented [TM4R3]: actioned

4. Identification of support need while on programme

Teachers, and other curriculum staff may, during their delivery, identify students who are not making progress in the expected way. As part of their programme of interventions, they should consider if the student could have undisclosed or undiagnosed SEND. If after discussion with the student this is a possibility, then the student should be referred to the Neurodiversity team within Supported Learning. Further assessment of need will then take place to establish what, if any, additional support can be offered.

5. Education Health and Care Plan (EHCP) reviews

Students with an EHCP will have their progress reviewed regularly throughout the year, with their 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 will form a key component of the EHCP outcomes agreed for all students at the college.

Students with an EHCP benefit from a Specialist SEND Support Practitioner who is closely aligned with a curriculum area. This added layer of support helps to further improve outcomes for our students

As a college we are intent on providing an inclusive education for our High Needs students. We promote independence and actively look to build skills for adulthood and work. Key-working is being piloted as an approach for supporting students with Special Educational Needs and Disabilities (SEND) ensures that all SEND students receive personalized support to achieve their educational, social, and emotional potential.

Objectives of key working include:

- To offer personalized, consistent key-working support to SEND students.
- To facilitate communications between students, parents/carers, and staff.
- To promote independence and well-being.
- To ensure students have access to appropriate resources and services.

Students with EHCPs also benefit from specialist advice and guidance around the use of Assistive Technology as an aid to moving towards independence and becoming work ready. A student can be referred to the Accessibility Hub. A member of the team will complete an assessment of need and recommend any further software or equipment that may be useful to improve the students' outcomes.

6. 14-16 Students

Commented [MS5]: If they have an EHCP do we put support in place for these students?

Students who are Electively Home Educated (EHE) and are applying to study part time at the college must declare support needs as part of the application process to ensure that appropriate support can be put in place by the EHE Team. Where the student has, or has previously had an EHCP, then the Local Authority should be involved before the student enrols. Where agreement is given by the Local Authority support can be put in place where the student has significant needs.

7. Partnership Working

The college works in partnership with students and their parents/carers, placing the student'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 student 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 students' needs, to enable us to meet and exceed our statutory duties.

The college also seeks to work in collaboration with schools and other education providers to ensure a smooth and effective transition for students with SEND.

8. Continuous Professional Development (CPD)

The college is committed to the CPD of all staff, and SEND training is a key priority. Supported Learning 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 students with SEND and are skilled and equipped to carry them out. The Supported Learning Team have developed training modules around awareness of Neurodiversity and exam access arrangements and invigilation.

We have a number of highly skilled SEND specialists within the Supported Learning Team, which provides high quality, bespoke training sessions to the wider college.

- **Workshops**: Practical sessions involving group work, usually lasting between 60-90 minutes. Groups of between 12 and 20 are required.
- **Face to Face**: Information based sessions with some discussion and smaller activities. These sessions usually last between 20 – 60 minutes. Groups of 8-20 are required.
- **Thrive**: Online courses sourced externally, and bespoke modules created by the college. Varying length sessions. Individual.
- **Teams**: Sessions presented to a group of staff. Some interaction with presenters is requested. Sessions can last from 20 – 60 minutes. Groups of 5-20 are required.
- **Prerecorded slides**: Teams sessions that have been recorded previously and made available to watch back on an individual basis.

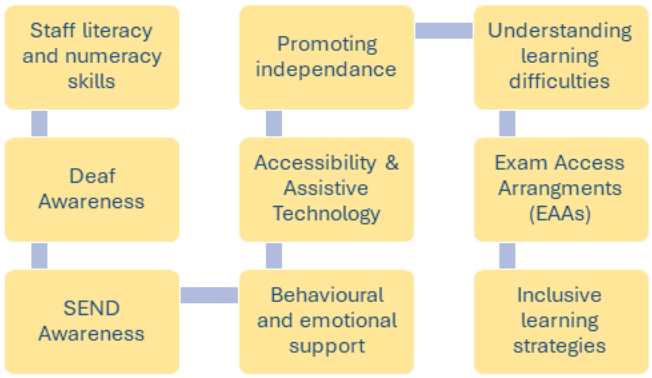
The College has a CPD Strategy that aims to enhance the skills, knowledge, and confidence of teachers, support staff and wider administrative staff to provide high-quality supportive and inclusive learning.

Commented [MS6]: Remove and replace with The college

The objectives include:

- Ensuring inclusive practices for diverse learners.
- Enhancing staff expertise in differentiated instruction and assistive technologies.
- Encouraging reflective practice and ongoing professional growth.
- Strengthening collaboration between teachers, support staff, and specialists.

The CPD Framework specifically focuses on the declared needs of our students



9. Reporting Concerns

In line with the college's complaints procedure, students are encouraged to resolve any issues/concerns informally before making a formal complaint. If a student 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 Supported Learning team.

10. Staff Responsibilities

The Vice Principal Student Experience and Support is the Strategic Lead with oversight of SEND. The Assistant Principal for Supported Learning is the operational lead for SEND, working closely with the Heads of ALS.

11. Linked Policies

- Exam Access Arrangement (EAA) Policy
- Exams Word processor & Assistive Technology Policy
- Equalities (Exams) Policy
- Data Protection (Exams) Policy
- Safeguarding Policy
- Equality Diversity and Inclusivity Policy

12. Equality Impact Assessment

Are there concerns that this policy could have an adverse impact on any of these protected is action required?		If Yes, is action required?
Age	No	
Disability	Yes	Student with visual needs are prioritised before all other students with learning difficulties and disabilities due to the shorter deadlines applying for modified and tactile papers. Delay in processing these applications, would lead to students not receiving their modified or tactile papers in time for the exam. Students who require a practical assistant may not be recommended this support in exams if this would undermine the learning outcomes being assessed. This is covered by Section 96 (7-8) of the Equality Act where awarding bodies are not under any legal responsibility to make reasonable adjustments as this would lead to an unfair advantage and damage the integrity of the qualification being assessed.
Gender reassignment	No	
Marriage or civil partnership	No	
Pregnancy and maternity	No	
Race	No	
Religion	No	
Sex	No	
Sexual orientation	No	
EIA Summary		
Person responsible for EIA	Tracey Melling (HoD Neurodiversity & EAAs) and Marie Stock, Vice Principal	
EIA Outcome & statement		
The SEND Policy is published in line with advice, guidance and regulation set out in the SEND Code of Practice for students up to the age of 25. This will be monitored regularly to ensure it is fully compliant with future guidance to be published soon in response to the Government's Green Paper, SEND Review: Right Support, Right Place, Right Time.		

Appendix A – Roles & Responsibilities

Students 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.

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 that they are able to carry out their duties, including accessing SEND training.
- Ensure that SEND is embedded within the Quality cycle of activity throughout the year and included within the Quality reports to the board to confirm that the college is meeting is statutory duties to SEND students, and making the necessary reasonable adjustments.
- Be fully involved in developing and monitoring the college's SEND provision through the SEND reforms

The Vice Principal Student Experience and Support will:

- Ensure that the Senior Management 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 for Greater Manchester and neighbouring authorities.
- 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 Assistant Principal for Learning Support will:

- Support SMT to ensure that this policy is effectively implemented.
- Create and implement effective systems and procedures for the recording and delivering of Learning support 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.

- 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.

The Head of ALS – Campus based will:

- Allocate SEND Support Practitioners across the campus to offer inside of the class support is available in relation to student need.
- Support Curriculum staff to develop their inclusive teaching practices.
- Match provision to need regarding students with Education Health and Care Plans.
- Submit detailed and bespoke request for funding to provide the most appropriate support for each High Needs student.
- Manage the provision of care for those students that require it.
- Liaise with curriculum teachers to ensure those students who require a Personal Evacuation and Escape Plan have one in place.
- Develop and maintain collaborative working relationships with Heads of Department and teaching staff.

The Head of Additional Learning Support (Neurodiversity) will:

- Work with the examinations team to ensure that effective processes are in place regarding Exam Access Arrangements.
- Quality assure the assessment of Exam Access Arrangements and ensure all applications are evidenced and applied for following the current JCQ Regulations.
- Act as the SENDCo or FE Equivalent named person for JCQ Inspection purposes.
- Collate data regarding the need for human support and Assistive Technology in exams to allow the examinations team to plan exams.
- Allocate Neurodiversity staff across the different campuses to offer outside of the class support is available in relation to student need.
- Monitor the completion of Exam Access Arrangements assessments and plan for exam series support.
- Support Curriculum staff to develop their inclusive teaching practices.
- Complete lesson visits to advise on neurodiverse friendly teaching environments.
- Develop and maintain collaborative working relationships with Heads of Department and teaching staff.

The Head of Additional Learning Support (Teaching Learning and Assessment) will:

- Work with the EHCP Coordinator to monitor that EHCP reviews are completed in a timely way.
- Provide training to teaching staff around Preparing for Adulthood and the need to embed this into teaching practices.

- Monitor and audit Preparing for Adulthood targets set and ensure that these are regularly reviewed by Curriculum staff.
- Allocate Specialist SEND Support Practitioners across the different campuses to offer outside of the class support is available in relation to student need.
- Support Curriculum staff to develop their inclusive teaching practices.
- Complete lesson visits to advise on neurodiverse friendly teaching environments.
- Develop and maintain collaborative working relationships with Heads of Department and teaching staff.

Heads of Department Curriculum will:

- Develop a curriculum that meets the needs of students, including those with SEND.
- Allocate resource to enable reasonable adjustments to be made to meet the needs of students who have a disability.
- Allocate resource to enable effective support to be implemented for students with SEND who do not need ongoing support from the Supported Learning team.
- Ensure that there is a departmental CPD plan which develops the understanding of SEND and equips staff for their role in relation to students with SEND.
- Monitor the quality of provision to students with SEND within their department, and their progress.

Curriculum teachers will:

- Deliver a differentiated curriculum enabling all students to make progress.
- Promote an inclusive atmosphere within the teaching space.
- Ensure any materials used are accessible to all students.
- Ensure SEND students are not disadvantaged by the teaching or assessment methods.
- Adapt delivery style and assessment methods to meet the needs of individual students.
- Monitor the progress of students.
- Maintain effective working links with the Supported Learning team, ensuring any learning based reasonable adjustments needed have been implemented.
- Work in collaboration with any support staff who are allocated to students in their classes.
- Complete Normal Ways of Working (NWoW) for students who require exam access arrangements.
- Provide evidence of the need for extra time in exams along with a rationale for how the student will use this extra time in their exams.
- Undertake CPD that supports the development of their knowledge and understanding of SEND.