

# The Manchester College

## SEND Policy

### Supported Learning

Document Control	
<b>Document Type:</b>	Policy
<b>Department:</b>	Supported Learning
<b>Relevancy:</b>	Group-wide
<b>Owner:</b>	Additional Learning Support Manager
<b>Approver:</b>	Director of Special Education Needs and Disabilities
<b>Published Date:</b>	November 2024
<b>Version:</b>	3.0
<b>Security Classification:</b>	External
<b>Last Review Date:</b>	September 2024
<b>Next Review Date:</b>	31 <sup>st</sup> August 2025

#### Version history

Version	Date	Revisions
1.0	September 2023	
2.0	March 2024	Placed on standardised proforma
3.0	November 2024	

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

## Contents

Version history .....	1
Scope and Purpose .....	3
General Principles and Definitions .....	3
Students with SEND .....	3
Pre-entry to College.....	3
Transition into College .....	4
Support while at college.....	4
Identification of support need while on programme .....	5
Education Health and Care Plan (EHCP) reviews .....	5
14-16 students .....	5
Partnership Working.....	5
Access Arrangements for exams and controlled assessments .....	5
Continuous Professional Development (CPD) .....	6
Reporting concerns .....	6
Staff responsibilities .....	6
Linked Policies .....	6
Appendix A – Roles & Responsibilities.....	7

## 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 2022.23

## General Principles and Definitions

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

- Enjoy their studies
- Achieve their outcomes
- Progress into further studies, work, or High Education

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.

## Students with SEND

### 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

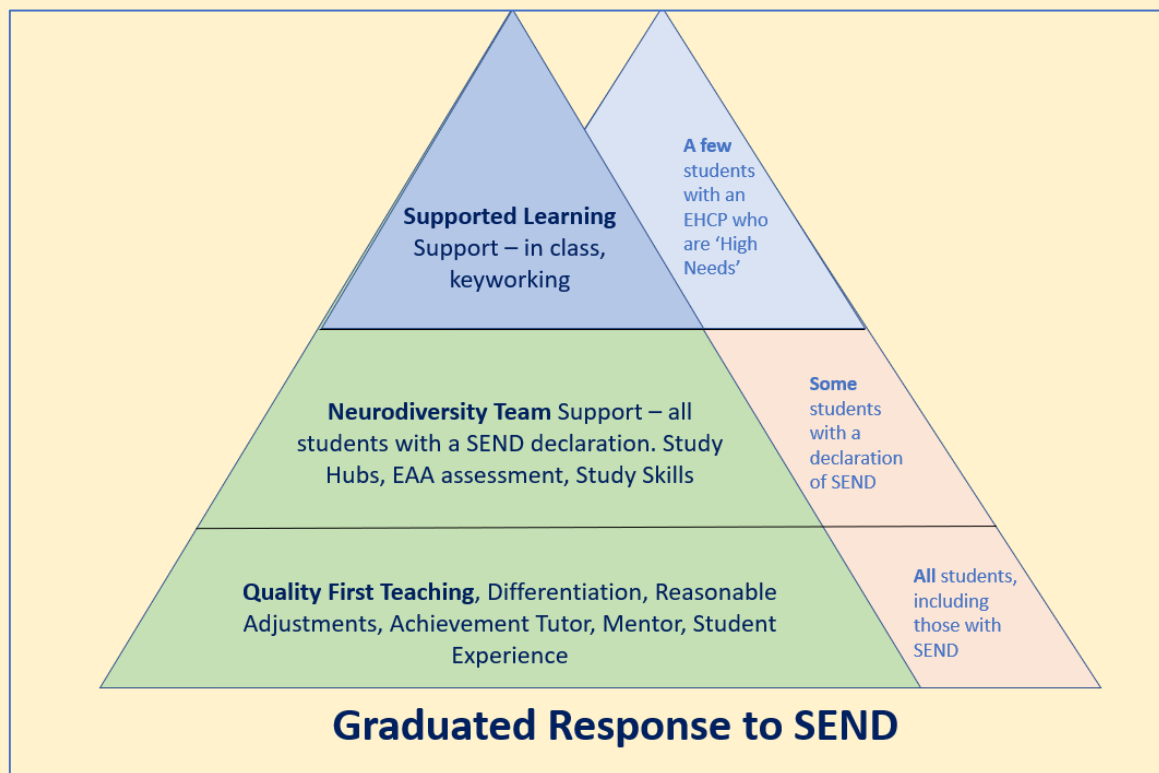
Learning Transition Team will attend their annual review at school to aid transition wherever possible and when invited by the school or Local Authority.

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

### 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.

### Support while at college



- **All students** (including those with SEND) have access to support from their teacher through differentiated teaching, adaptation of teaching methods and differentiation. All students also have access to an Achievement Tutor who will monitor progress, a Mentor for Pastoral Support and a Student Experience Support Practitioner for Safeguarding and referrals for mental health.
- **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.

- **A few students** for whom this support is not enough to be able to access the curriculum effectively, the Supported Learning Department can offer support via a SEND Support Practitioners or Communication Support Worker. All 16-18 **students** will require an **Education, Health and Care Plan** to access this support.

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 should be made. Further assessment of need will then take place to establish what, if any, additional support can be offered.

### **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.

### **14-16 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 enrolls.

### **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.

### **Access Arrangements for exams and controlled assessments**

Where a student has a substantial disadvantage in an assessment situation, they may be eligible for reasonable adjustments to be made. At The Manchester College we do not carry over access arrangements that were in place as many support needs change moving on to targeted

educational programme of study, therefore the student will need to be re-assessed and any adjustments applied for. We advise that the student request a copy of their Form 8 from school and provides that to the college as evidence of history of support need (The Form 8 is the form that that the education provider must submit to JCQ). This enables the Supported Learning team to get a full understanding of the historical need for the arrangements and will speed up the new application process.

## **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.

## **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.

## **Staff responsibilities**

The Vice Principal Student Experience and Support is the Strategic Lead with oversight of SEND. The Director for Special Educational Needs and Supported Learning is the operational lead for SEND, working closely with the Heads of ALS and Additional Learning Support Managers.

## **Linked Policies**

- Exam Access Arrangement (EAA) Policy
- Exams Laptop & Assistive Technology Policy
- Disability (Exams) Policy
- Data Protection (Exams) Policy
- Safeguarding Policy
- Equality Diversity and Inclusivity Policy

## 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 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 students, 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 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 Director of SEND 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.

Lead the process of submitting invoices for High Needs funding to ensure that support is in place and High Needs funding is used appropriately.

Oversee work with schools, colleges, local authorities and HE institutions to ensure effective transition between stages of education.

Oversee 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 – 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.

### **Head of ALS – 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.



### **The Additional Learning Support Manager – 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 Quality Team will:**

Lead the support of curriculum teams to provide inclusive teaching and learning experiences.

Make available good quality, up to date and informative SEND related CPD that is targeted towards student LDD profiles.

Identify areas of development from learning walks and work closely with the Director of SEND and Heads of ALS to provide further training and awareness sessions.

Identify areas of outstanding SEND teaching practice as a platform to share wider across the college.

Work closely with the Director of SEND to ensure that students with High Needs or SEND can access all courses of study in an inclusive manner.

Ensure that all teaching staff receive training on their responsibilities under the Equality Act.

Ensure that Equality, Diversity and Inclusion are integral to all elements of teaching, learning and assessment.

Ensure that all teaching staff are aware of this policy and the demands it places on them.

### **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 environment within the teaching space.

Ensure any materials used are accessible to all students.

Complete a Normal Way of Working for all students with a declared LDD.

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.

Undertake CPD that supports the development of their knowledge and understanding of SEND.