

Special Educational Needs and Disability Policy

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1	Bev Skaife Head of Evolve	22-11-25	all	Updated and transferred to new template.

Introduction / purpose of policy

This policy sets out the College's approach to providing an inclusive learning environment with high aspirations and expectations for every learner with special educational needs and/or disabilities as governed and informed by the legislation and statutory frameworks.

1. Scope

This policy applies to all individuals with Special Educational Needs and/or Disabilities on full-time and part-time classroom-based and work-based provision. Adults over the age of 25, are also included whilst outside the scope of the SEND code of practice 2014.

2. Roles and Responsibilities

The Craven College & Evolve SEND Team have the responsibility to:

- Work Collaboratively across both of the College's SEND Team to provide an appropriate response to the information provided within consultation documents to Local Authorities within the statutory timeframes and with consideration of the SEND code of Practice.
- Work collaboratively across both SEND Team to secure accurate funding to match students' needs, requesting additional funds, in a timely manner, where necessary.
- Work collaboratively across both SEND Team to secure accurate High Needs places via the High Needs changes process meeting the DFE timeframe.
- Ensure the college allocates resources efficiently and effectively in response to current priorities and the requirements of those students with EHCPs and SEND.
- Conduct EHCP reviews on at least an annual basis within statutory timeframes and when student needs change as part of an EHCP interim review.
- Alert the Staff Development Team, Heads and Managers of the need for specific continuing professional development (CPD) events for college staff.
- Ensure confidentiality of record keeping and compliance with the data protection act (2018) GDPR.

- Ensure that additional learning support is being managed and facilitated in a consistent, fair and transparent way.
- Promote College awareness of the Special Educational Needs (SEND) Code of Practice and other relevant legislation.
- Collaborate positively with the Local Authority, Health and Social Care to make its best endeavors to ensure all students receive the support required in their preparation for adulthood.
- Collect and record evidence of learning support that complies with the requirements of funding and awarding bodies.
- Share information to support members of staff in planning, supporting, facilitating, and reviewing positive and effective approaches towards the learning, progress and achievement for all learners as a whole college responsibility.
- Maintain and build effective professional relationships with schools and colleges to help prepare students for the transition into college.
- Endeavour to attend Pre 16 transitional review meetings when requested by the student, their family, their school or college.
- Coordinate transitional visits that are bespoke to the individual student.
- Work with Heads of Department to identify suitable sessions for potential students to have taster sessions in different subject areas to help them to make an informed choice about their preferred course.
- Collect evidence from Pre 16 EHCP transitional review meetings.

Lesson Leads (Tutors/Lecturers/Instructors/Progress coaches) have the responsibility to:

- Ensure that SEND is not considered as a resource used to compensate for a lack of entry requirements for courses as published, nor learning support needs considered as a factor to withhold a place where the student has necessary entry requirements as published on the website and in the prospectus. If there are concerns that the place at college would not be suitable for their age, ability, aptitude or SEND, or that to accept them would be incompatible with the efficient use of resources or the efficient education of others, the interviewer(s) should hold a place and refer the applicant to the SEND Team.
- Make reasonable adjustments for students with disabilities and/or learning difficulties, seeking advice from the SEND Team where necessary.
- Must collaborate with the SEND Team to set SMART targets incorporating accurate stretch, challenge and aspiration for all students with SEND, including those with EHCP's to measure progress towards EHCP Outcomes (including English and maths).
- Must collect evidence and monitor progress towards EHCP targets.
- Must review the EHCP targets at least termly.
- Must consider the targets of EHCP students and embed these into their planning incorporating accurate stretch, challenge and aspiration.
- Refer students to the SEND Team where the student is experiencing learning difficulties.
- Provide evidence-based planning, assessment and review of interventions to progress learning.
- Pro-actively ensure they are conversant with their student's needs, through use of information available to them in the student's EHCP, EHCP review paperwork, Group Profiles and other documentation in the file or trackers and shared by the SEND Team, to inform how they liaise with and direct in-class support effectively.
- Must use the strategies identified within Section F of the EHCP to make reasonable adjustment for students with SEND that enable student independence and employability.
- Respect the student's confidentiality (but refer to safeguarding if there is a concern).
- Ensure that a member of the SEND Team is invited to all disciplinary or 'AT RISK' meetings with students who have SEND, to ensure that reasonable adjustments are in place and reviewed.
- Where appropriate complete exam access arrangements referrals with the student following college guidelines, seeking assistance from the SEND and Exams' Team where necessary.
- Guide the performance of any Learner Support Assistant (LSA) or Lesson support allocated to their lessons promptly, to ensure quality support for their students, providing them with course materials and making their role in lessons clear to them.
- Where possible, provide students advance notice of timetable changes, to be able to prepare their students for change and ensure resources remain efficient.
- Comply with college policy and procedure.
- Notify the SEND Team, for advice and guidance, when a student with learning difficulties, disabilities or an EHCP, is at risk of not progressing or achieving.

Learner Support Assistants have the responsibility to:

- Liaise and collaborate with curriculum staff and learning support specialists to ensure the effectiveness of the support they are providing.
- Ensure they are conversant with the content of EHCP's and Group Profiles and record the support they deliver to students along with progress that is being made towards EHCP outcomes onto the relevant college systems.
- Refer any students that they identify in class, as having a potential need or experiencing difficulties to the appropriate SEND Team.
- Complete all relevant paperwork and processes associated with the EHCP and its review.
- Support students in a manner that reinforces the rules and behaviours within the classroom, under the guidance and in line with the lesson lead to consistently have high expectations of students and enable independence.
- Comply with college policy and procedure.

The Careers' Team has the responsibility to:

- Meet those students with an EHCP and those with SEND within the first term of entry to discuss and plan the most appropriate study programme in line with their cognitive ability, aspirations and needs.
- Ensure all learners with an EHCP and those with SEND, should have at least one career guidance meeting annually, to ensure they have a clear understanding of their pathway to their aspirational destination under the preparation for adulthood agenda.
- Attend EHCP review meetings when requested and generate a career action plan.

Apprenticeship Team has the responsibility to:

- Ensure SEND needs are discussed as part of the apprenticeship application and enrolment.
- Refer any students who identify SEND to the appropriate SEND Team prior to accepting on the course to ensure they receive appropriate support from college and their employer.
- Ensure Access to Work funding is considered if the student has requirements in the workplace that will necessitate reasonable adjustments.
- With consent from the student, make the employer aware of additional SEND needs and how best to support in the workplace.
- Ensure that the SEND Team Leader or SENDCo is invited to any disciplinary's or 'at risk' meetings for students with SEND to ensure that reasonable adjustments are in place and reviewed.
- Follow procedure for students with SEND and an EHCP according to the specific roles also identified within the Apprenticeships' Team.

Heads of Departments & Managers have the responsibility to:

- Ensure that Learner Support Assistants are not considered as a resource used to compensate for a lack of entry requirements for courses as published, nor learning support needs considered as a factor to withhold a place where the student has necessary entry requirements as published on the website and in the prospectus. If there are concerns that the place at college would not be suitable for their age, ability, aptitude or SEND, or that to accept them would be incompatible with the efficient use of resources or the efficient education of others, the interviewer(s) should hold a place and refer the applicant to the appropriate SEND Team.
- Ensure that the appropriate SEND Team Leader or SENDCo is invited to all disciplinary or 'AT RISK' meetings with students who have an EHCP to ensure that reasonable adjustments are in place and reviewed.
- Have knowledge of all students with an EHCP and those without, who have additional learning needs.
- Ensure that Lesson Leads know how to collaborate with the SEND Team, when making adjustments for students with disabilities and/or learning difficulties.
- Ensure that all reasonable adjustments have been explored so learning environments are accessible for students with disabilities and/or learning difficulties and ensuring curriculum can be delivered if the setting is changed.
- Timetable and group students with a need for support in class with care. Utilise thoughtful and collective group support, where possible, so that support resources can be deployed efficiently and effectively and aid independence.
- Monitor the retention, achievement, success, and progression of students with SEND and or an EHCP in line with all students' ability and incorporating accurate stretch, challenge and aspiration.

- Ensure Lesson Leads' contribute to the EHCP review of support arrangements for High Needs Students, and report on their progress, achievements and destinations.
- Ensure that students with learning support needs are 'work ready' when facilitating independent work experience opportunities off site.
- Ensure that teaching Team are in contact with parents and/or carers as appropriate to update them on progress.
- Ensure that inclusive risk assessments are used so that all students can participate in offsite activities and that the appropriate support is in place.

The Senior Leadership Team have the responsibility to:

- Ensure that they have read and are clear about the responsibilities from a Senior Leadership Team (SLT) perspective of the SEND Code of Practice.
- Admit a student if the college is named on the EHCP.
- To use their best endeavours to secure special educational provision that young people need.
- Promote 'all teachers are teachers of Special Educational Needs and Disability' and have a duty to make reasonable adjustments for students with SEND.
- Ensure that good quality Learning Support is underpinned by high quality teaching, learning and assessment and should not replace it.
- Ensure that appropriate training is available to upskill staff and that resources are sourced in-line with support needs and provided swiftly, preferably in advance of start dates, or requested as soon as identified for current students.

3. Main part of policy

3.1 Introduction and Aims

The Special Educational Needs and Disability (SEND) Code of Practice (2015) defines a learning difficulty or disability as having 'a significantly greater difficulty in learning than most others of the same age or 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'.

Students are considered to have a disability if they have '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'. Special education provision is educational or training provision that is additional to or different from that made generally for others of the same age.

Craven College values all students and celebrates diversity of experience, interest, and achievement. We are committed to offering an inclusive curriculum, with stretch and challenge mapped to aspirational goals, to ensure best possible progress and outcomes for all students, whatever their learning needs or disability. We aim to provide a supportive environment in which individuals feel valued, grow in confidence and fulfil their true potential for academic, moral, social and physical development.

Our vision for young people with SEND is that they achieve the very best from their education to lead happy, healthy, independent and rewarding lives with smooth transition to their next steps.

3.2 Objectives

All teachers are teachers of Special Educational Needs and Disability (SEND). Good quality learning support is underpinned by high quality teaching, learning and assessment and should not replace it. In addition, all college employees have a duty to make reasonable adjustments for students with SEND.

The purpose of the SEND policy is to ensure that everyone:

- Works within the guidance of the SEND Code of Practice 2015 and associated legislation outlined beneath.
- Identifies and introduces appropriate provision for young people who have SEND and additional needs.

- Enables young people to continue to develop skills for independent learning, resilience to promote emotional and physical health, knowledge, skills and experience to move with confidence towards higher education, employment, training and independent living.
- Provides a person-centred approach, supporting the student to reflect on progress, consider how to move towards their aspirations and promote student voice.
- Especially the young person is aware that their wishes will be taken into account as part of the review process and of the shared responsibility in meeting their educational needs.
- Including parents/carers have a clear understanding of how the College supports young people with SEND, and their involvement in this.
- Has access to all College activities. Those with SEND have the same opportunities and can participate in college activities, together with those who do not have SEND, as far as is reasonably practical.
- Receives support and advice for all staff working with young people with SEND. SEND is a whole college responsibility and requires a collaborative and inclusive approach.
- Including all staff working directly with each student, receives appropriate training to enable them to respond to the diverse range of learning needs and disability with tact and sensitivity.
- Promotes effective partnerships and involves outside agencies where appropriate.
- Ensure the efficient use of resources, making all reasonable adjustments to secure appropriate provision and equipment as described in the EHCP.

The SEND Team will work with the Local Authority (LA), within the following principles:

- The duty to cooperate with the LA on arrangements with students with SEND.
- The duty to admit a young person if the college is named in an Education Health and Care Plan (EHCP).
- The duty to have regard to the Code of Practice (2015)
- The duty to use our best endeavours to secure the special educational provision that the student needs.
- To involve the young person in the process of identification, assessment, and provision.
- To ensure the involvement of young people and their parents/carers in decision making.
- To ensure collaboration between education, health, and social care services to provide support.
- To provide high quality provision to meet the needs of young people with SEND.
- To support successful preparation for adulthood, including independent living and employment.

3.3 Admissions

The college accepts students with a wide range of special educational needs and disabilities provided they meet the college and individual course entry requirements. The college aim is for students' education and training to build on their achievements at school and help them to progress and link into their aspirations beyond college.

The college will ensure it meets its duties set out under the SEND CoP (2015) regarding the duty to admit a young person if the college is named in an Education Health and Care Plan, and the 'Further Education Student Admissions Policy' by:

- Providing appropriate information, advice and guidance to all applicants, to enable an informed choice of the most suitable programme of study.

- Providing appropriate support for people with disabilities, including learning difficulties, to enable them to access relevant information, advice and guidance.
- Considering previous qualifications and experience and help to identify the most suitable programme of study to meet individual needs and aspirations.
- Carrying out relevant initial assessments to help identify the most suitable programme of study to meet individual needs and aims.
- Identifying appropriate additional support for individuals to help them to succeed on their chosen course.
- Providing full information about the programme of study, including any fees and/or additional costs, methods of assessment, special equipment or materials needed and any residential visits.

College will work in partnership with schools and other feeder establishments to provide opportunities such as taster courses, to enable students with SEND to familiarise themselves with the college environment and gain some experience of college life and study to aid a smooth transition.

3.4 Accessibility

Under the Equality Act 2010 towards individual disabled young people, we endeavour to make reasonable adjustments, anticipating what disabled young people may require and what adjustments might need to be made to prevent disadvantage, discrimination and to promote equality of opportunity.

The majority of the College's buildings are fully accessible, with main entrances to central buildings having automatic doors. Most buildings have lift access and fully accessible toilets.

Our student Services area within the Whernside building provides an accessible suite of rooms which are used for appointments with students such as counselling, welfare, specialist support, learning resource centre and the careers zone.

There are a number of dedicated accessible parking bays located in close proximity to central buildings at most of our campuses. We continue to work at improving our facilities to make them as user friendly as possible.

3.5 Inclusion and equal opportunities

Craven College is committed to actively promoting equality of opportunity to ensure provision goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. With the provision of appropriately trained and/or experienced staff to respond to the diverse range of academic, social, emotional, physical and sensory needs. With a commitment to develop necessary talent within the workforce were reasonably possible.

3.6 Identifying SEND

Craven College recognises that early identification and effective provision improve long-term outcomes for students with SEND. Transition planning with schools and other establishments, about Post 16 options as part of the preparing for adulthood focus of EHCP reviews, informs about previous SEND provision and is shared to enable suitable study programmes to be identified and anticipate what reasonable adjustments may be required to prevent any disadvantage.

All students have opportunity at application, enrolment and after entry; to declare whether they have a learning need, a disability or a medical condition that affects their learning. For needs that emerge after a student has begun their course, Lesson Leads will conduct regular progress assessments with the aim of identifying students who are making less than expected progress.

Progress will be characterised as:

- Significantly slower than the class average, from the same baseline.
- Does not match or better the student's previous rate of progress.
- Fails to close the attainment gap between them and their peers.

This may include progress in areas other than attainment, for example, wider development or social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN. Potential short term causes of impact on performance and behaviour will be considered such as: bereavement, illness, change in personal circumstance. Particular care will also be given when assessing students for SEN whose first language is not English.

When Lesson Leads identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve and the attainment gap widens by plateauing progress, Curriculum staff will work with the SEND Team to identify if the difficulties can be met with in house expertise. Where necessary they will, in consultation with the student, their parent/carer consider consulting an external specialist.

If the student continues to make less than expected progress despite, evidence-based support and interventions that are personalised to the student's area of need, in consultation with the student and their parent/carer, we will consider an Education, Health and Care Plan Assessment Request. (EHCAR).

3.7 SEND support in college

College will use its best endeavours to put effective support in place that aims at promoting student independence. The student, with their parent/carer, will be central in the decision making and appropriately supported to participate in discussions about their needs and the best type of support to help them to make good or better progress towards their aspirations.

Support will be evidence based and consider effective practices from within the sector, maintaining high standards of quality first teaching approaches, utilising appropriate expertise within the workforce and assistive technologies to promote independence.

For students who need more specialist support, external professionals will provide training and guidance to ensure that curriculum staff are able to develop their skills and knowledge to best support the learning of students with SEND.

Student progress will be continually monitored, and support will reflect the changing needs of the student. Progress will be reviewed and adopt a person-centred approach, supporting students to take ownership of their learning, identifying short term outcomes that will link into their long-term aspiration.

3.8 Evaluating the effectiveness of SEND

- We continuously ensure that provision has a positive impact on the outcomes for our students. We evaluate the effectiveness of provision for pupils with SEND and those with EHCPs by:
- Involving the student in their own assessment of their SMART Targets and with progress towards their individual outcomes identified within their EHCP.
- Gathering feedback from the student and their parent/carer during the review of the EHCP. Monitoring student progress and achievement using tracking data and test results.
- Monitoring observation of teaching and learning and of interventions to determine the impact of SEND provision, quality first teaching approaches, additional and different strategies.
- Providing formative and summative assessment across the curriculum to inform SEND provision planning.
- Participation in daily discussions between key members of staff.
- Learner Support Assistants' performance management targets being linked to student progress.

3.9 Definitions

Consistent with the SEND CoP (2015):

A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made.

A young person has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

Under the Equality Act 2010 a disability is 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.

When reviewing and managing special educational provision we consider how well equipped we are to provide support across the broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and physical needs

Communication and interaction

Young people with speech, language and communication needs may have difficulty with their expressive and receptive language skills, experience difficulties with language, communication, imagination, and social interactions which can impact on how they relate to others. Young people who are on the autism spectrum often have needs that fall into this category.

Cognition and learning

Young people with learning difficulties usually learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs to include:

- Specific learning difficulties which impact one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
- Moderate learning difficulties (MLD).
- Severe learning difficulties (SLD), young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- Profound and multiple learning difficulties (PMLD), the young person is likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, emotional, and mental health difficulties

These needs may reflect a wide range of underlying difficulties or disorders students may experience:

- Mental health difficulties such as anxiety or depression
- Attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD)
- Suffered adverse childhood experiences, attachment disorder
- Self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

These needs can manifest in many ways for example, becoming withdrawn or isolated, displaying challenging, disruptive or aggressive and disturbing behaviours.

Sensory and/or physical

Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.

These needs can be age related and may fluctuate over time. Students may have:

- a vision impairment (VI)
- hearing impairment (HI) or
- multi-sensory impairment (MSI)

- physical disability (PD)

These students will require ongoing specialist support and/or equipment to access their learning and opportunities available to their peers.

3.10 Continuous Improvement

Where students or parents/carers have concerns about SEND provision, they should first raise their concerns informally with the SENDCos, who will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision at Craven College and Evolve should be sent to: **The Quality Team: feedback@craven-college.ac.uk**.

4. Legislation and Regulatory Compliance

This policy has due regard to the following legislation and statutory frameworks:

- SEND Code of Practice January_2015.pdf (publishing.service.gov.uk)
- Children and Families Act 2014 (legislation.gov.uk)
- The Special Educational Needs and Disability Regulations 2014 (legislation.gov.uk)
- Care Act 2014 (legislation.gov.uk)
- Health and Social Care Act 2012 (legislation.gov.uk)
- Equality Act 2010 (legislation.gov.uk)
- Data Protection Act 2018 (legislation.gov.uk)
- SEND Code of Practice 2014
- Further Education Student Admissions Policy

5. Monitoring and Review

How compliance will be checked and when the policy will be reviewed.

- Compliance will be monitored through annual audits, feedback from staff and students, and reported to the Governing Body.
- This policy will be reviewed annually or in response to legislative changes.

6. Related Policies and Documents

- Keeping Children Safe in Education
- Education and Inspections Act 2006
- Education Act 2002

7. Equality Impact Assessment

This policy has been assessed for equality impact to ensure it does not discriminate against any protected characteristics.

