



KIRKLEES
COLLEGE

Policy:
SEND Policy 2023/24

*Warmly Welcomed and Wanted;
Every Student, Every Day, by Everyone*

BACKGROUND/SCOPE

This policy aims to provide clear processes and procedures to ensure that students/apprentices with Special Educational Needs and Disabilities (SEND) have opportunities and support to enable them to succeed and achieve their potential.

The Policy applies to all college students, staff, leaders and subcontractors. It should be read, understood and adhered to, alongside relevant college policies referred to in the related policy section of the document.

The Policy will align with the following strategic priorities for the college:

- Create inclusive communities of excellent learning and teaching with a focus on digital
- Maximising destination outcomes for all students
- Everyone understands the value of a restorative, anti-racist and trauma aware college

The policy sets forth how Kirklees College will meet the statutory requirements of the SEND Code of Practice, Part 3 of the Children and Families Act 2014, Special Education Needs and Disability Regulations 2014 and the Equality Act 2010.

Kirklees College adopts the following approach to maintaining standards for students with disabilities and/or learning difficulties as described in the Special Educational Needs and Disability (SEND) Code of Practice 2014:

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 policy will be reviewed annually to reflect changes in policy locally and nationally.

INTENT

- To provide students with learning opportunities that are enjoyable, stimulating and challenging so that they become confident and independent individuals
- To meet the individual needs of students through a wide range of provision and assessments methods
- To have a culture of tolerance and respect where all individuals are treated fairly and with dignity
- To ensure that we have highly skilled staff that are trained and aware that there is a duty to consider the needs of our all students and make reasonable adjustments
- Where necessary, procure external specialist support in response to Education, Health and Care Plans with support from local authorities
- Develop and maintain systems that ensure that the college is aware of students' disabilities and/or learning difficulties (preferably as part of the pre-entry or transition process), can offer effective support strategies and use data to make decisions that ensure the College is inclusive
- To ensure there is equality of opportunity for everyone and that students are prepared with knowledge, skills, behaviours, and attitudes to make successful transitions into adult life and supported employment, employment and/or independent living
- Ensure that students are at the heart of the decision-making process in ways that meets their needs

- Maximise the use and effectiveness of Additional Learning Support funding and other funding streams in supporting students with disabilities and/or learning difficulties
- Ensure that engagement with parents/carers and other relevant professionals, agencies and organisations is appropriate and timely with collaborative partnerships to achieve the best possible outcomes.

This provision will allow students to achieve personal, social, and economic wellbeing throughout their lives.

IMPLEMENTATION

The SEND Policy will be delivered through the following provision:

Learning Support will be available to all students that declare that they have a need, a disability, learning difficulty or health requirement if they meet the entry requirements of their chosen course, and can access their chosen course with the help of 'reasonable adjustments' by the college (subject to resources).

Identification and Assessment of Need

The college aims to conduct assessments of need and respond to consultations for students with Education Health Care Plans (EHCPs) or students with complex support needs, prior to enrolment to ensure that the college can meet their needs and that there is a smooth transition into education.

Schools and parents/carers are encouraged to inform the college when they are considering next steps so that the SEND support team can be involved in planning a transition package during annual reviews between Year 10 -13.

Wherever practicable, the college's SEND support team will participate in interviews for any student who declares a learning disability and/or difficulty to discuss their needs in more detail and be available during enrolment to offer support and guidance.

An initial inclusion plan will be completed within 10 working days outlining the recommendations to curriculum teams on appropriate Quality First Teach (QFT) strategies to be used within the teaching practice and any additional support that will be provided in addition to QFT.

Additional Learning support may include:

- Access to Oasis Rooms for individual or small group activities as well as de-escalation and contemplation space
- Smaller group sizes
- Additional support in elements of the programme such as maths and English, tutorial, enrichment or work placement
- Assistive Technologies
- Specialist equipment
- Lego Therapy
- Social stories
- Communication Support Workers
- In class learning support
- Basic personal/medical care*
- Speech and Language Therapy
- Access to Educational Psychology guidance

The SEND Support team cannot provide some specialist support for medical needs and complex personal care. Where the learner needs to attend college with these needs, all reasonably practicable efforts will be taken to meet these needs via external support (sourced by the college) where possible.

The inclusion plan will be accessible to the individual student and staff and is expected to be followed.

The inclusion plan will be reviewed regularly with the involvement of teaching and support staff to enable the student to set personalised targets to assist in their preparation for adulthood.

Where applicable risk assessments and/or PEEPs will be completed, where there is a risk to the students or others.

Access Arrangements for Assessments

Where there is evidence of need through the completion of the inclusion plan, a referral will be made for an EAA assessment to be completed. All requests for assessments should be submitted by the end of the first half term of teaching unless the student has started their programme after this point. Assessment is not guaranteed for any late applications. The assessment will identify whether there is appropriate evidence to fulfil examination board requirements and that there is evidence that it is the student's normal way of working in lessons. Students are also able to self-refer for assessments. Further guidance is provided during induction and within marketing materials on the college premises.

14-16 year old learners

Learners 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. Where the learner has, or has previously had an EHCP, then the Local Authority will be involved before the learner enrolls.

Sub-contracting

In subcontracted provision, partners must ensure that mechanisms are in place that capture the additional needs of students at both their starting points and on programme. Where appropriate, subcontractors should provide a range of support interventions that ensures students are not disadvantaged and can continue to learn and achieve at the same rate as their peers. Subcontractors must link with the SEND Support Team at Kirklees College to ensure that students with EHCPs have annual reviews of their plans.

In instances where the subcontracted provider cannot provide the support to students, they should be referred to the SEND Support Team. At any time during the subcontracted arrangement, the college will expect to receive a full understanding of the progress and achievement of learners in receipt of support in order to understand impact; this will be addressed as part of regular quality and due diligence meetings held throughout the academic year. The quality of additional learning support may also be considered in line with quality assurance measures agreed as part of due diligence.

Higher Education

A student's EHCP ceases upon progression to Higher Education. Kirklees College will share information relating to their needs and support requirements with their intended HEI to ensure a smooth transition. Disabled Students' Allowance is available to help students in higher

education with the extra costs they may incur on their course because of a disability. Students need to make an application to Student Finance England, providing accompanying medical evidence.

Advice can be sought from the SEND Support Team in regards to this process but DSA applications must be made by and managed by individual students. For students enrolled on HE programmes at Kirklees College, once a DSA application has been concluded, students should share the report with their tutor so that they can work with the SEND Support Team to assess the reasonable adjustments that need to be put in place as a consequence.

Externally commissioned support

Any student who has commissioned their support through external agencies should notify their tutor(s). The visiting external support agency worker will need to go through safeguarding and visitor processes and must report to reception on arrival of any of the college sites. Where external agencies provide support, it is not the responsibility of Kirklees College to ensure that the support is correct.

Roles and responsibilities

The Governing Body holds the overall responsibility for ensuring that the college has policies, procedures, and structures in place to support and promote the inclusion of all students especially those with SEND.

The governing body will:

- Ensure that all staff interact appropriately and inclusively with students who have SEND and should ensure that they have appropriate expertise within their workforce to support them.
- Have a link governor for SEND
- Curriculum staff develop their skills and are aware of effective practice and keep their knowledge up to date in relation to SEND and learning difficulties and /or disabilities.
- Ensuring that the College has procedures and policies which are consistent with legal guidelines and local needs
- Considering the College's SEND Policy for Further Education on an annual basis
- Ensuring that each year the Governing Body is informed of how the college and its staff have complied with the Policy
- Having an awareness of how much SEND Support is carried out at the college, to ensure that the College's statutory responsibilities are adequately resourced

Through the self-assessment process the Governing Body must confirm that the college complies with the Code in terms of:

- The effectiveness and appropriateness of SEND Policy and other related SEND Support Policies and Procedures.
- Assessing and reviewing the policy and procedures in relation to SEND to ensure compliance with the associated legal frameworks and the rights and responsibilities of staff and students within the college with the emphasis on:
 - admissions
 - steps taken to prevent less favourable treatment
 - facilities provided to assist access to disabled students
 - accessibility plan for facilities (Schedule 10 of the Equality Act)

The Vice Principal Curriculum & Innovation will:

- Provide strategic leadership for the college in all matters relating to SEND

The Head of Faculty Student Support & Development will:

- Ensure that the Senior Management Team is 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 Kirklees 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 SEND Support Manager and Deputy SEND Support Manager will:

- Ensure that this policy is effectively implemented
- Create and implement effective systems and procedures for the recording and delivering of SEND Support across the college
- Create and implement effective processes for the identification of SEND and referral for support.
- Ensure that evidence of initial assessment of need, support provided/delivered is recorded and retained in accordance with and in full compliance with Funding Body rules.
- Ensure that the delivery of support across the college meet the needs of learners
- 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

Curriculum Area Managers will:

- Develop a curriculum that meets the needs of learners, including those with SEND
- Allocate resource to enable reasonable adjustments to be made to meet the needs of learners who have a disability
- Allocate resource to enable effective staff to effectively deliver quality first teaching strategies
- Monitor the quality of provision to learners with SEND within their department, and their progress

- Ensure that SEND provision is an integral part of departmental self-assessment.

Curriculum Delivery staff will:

- Ensure that Additional Learning Support 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 Support Manager
- Make reasonable adjustments including the effective implementation of Quality First Teaching (QFT) strategies for students with SEND, seeking advice from the SEND Support Team where necessary. These may include reduced timetables, longer timescales for completion of units or qualifications and remote learning opportunities
- Design programmes for students with learning difficulties and/or disabilities that provide opportunities for stretch and challenge using appropriate reasonable adjustments so that students can participate in all elements of the programme of study to support progression into positive destinations
- Collaborate with the SEND Support Team to set SMART targets for learners with EHCP's to measure progress towards EHCP Outcomes (including all elements of the programme of study)
- Collect evidence and monitor progress towards EHCP targets
- Review the EHCP targets at least termly
- Consider the targets of EHCP students and embed these into their planning
- Collaborate with the SEND Support Team to ensure that targets and strategies encourage student independence and employability skills
- Collaborate with learning support staff that work with students in lessons to ensure that they are able to provide high quality support by involving them in planning, providing them with materials and making their role and student objectives clear in lessons
- Inform the relevant SENDCO at the earliest opportunity with any concerns relating to attendance, progress, achievement and opportunity to progress to the intended destination
- Ensure that the SEND Support Team are invited to attend any meetings for students with SEND including suitability boards, fitness to study, 'at risk', Progress, Achievement and Retention (PAR) or those that are part of the college's positive behaviour process. Staff must ensure that reasonable adjustments are made for students if they wish. It is good practice to involve parents/carers if the student has given consent
- Inform the relevant SENDCO at the earliest opportunity to any changes to timetables or provision such as enrolments on particular elements of the programme. If appropriate the SEND Support Team will notify the transport service of these changes (2 weeks' notice is required)

- Participate in regular CPD to ensure that they are equipped with the appropriate skills and knowledge to effectively support the progress of students with SEND
- Inform students and parents/carers at the earliest opportunity to any changes to timetables or provision, to ensure that they can prepare for changes
- Provide students with opportunities to access independent and impartial information, advice and guidance throughout the courses of their studies to allow them to action plan for progression in positive destinations
- Discuss any plans for external trips or visits with the SEND Support Team and the Health and Safety Team so ensure that they can be conducted in a safe and inclusive manner with appropriate supervision ratios to meet students' needs
- Follow College processes and procedures to ensure the safety and wellbeing of any students with SEND including but not limited to risk assessments, health declarations, protocols for informing next of kin for any changes to provision and missing from education

The SEND Support Team will:

- Complete a robust initial assessment of need to develop an inclusion plan to ensure that needs can be met
- Ensure that they read, understand and adhere to the Inclusion plan. If the SEND Support Team feel that any information in the support plan is inaccurate or out of date they must inform their line manager at the earliest opportunity
- Support and advise curriculum delivery staff on how to make 'reasonable adjustments' using effective Quality First Teaching (QFT) including the use of assistive technologies, before providing human assistance unless otherwise stated in the student's EHCP
- Collaborate with curriculum delivery staff to set and review SMART targets for learners with EHCP's to measure progress towards EHCP Outcomes (including all elements of the programme of study)
- Collaborate with curriculum delivery staff to ensure that targets and strategies encourage student independence and employability skills
- Collaborate with curriculum delivery staff that work with students in lessons to ensure that they are able to provide high quality support by involving them in planning, providing them with materials and making their role and student objectives clear in lessons. This includes support and reinforcing expectations for behaviour in the classroom that are inclusive and supports students to understand that we are a restorative, anti-racist and trauma aware college
- Collate and provide evidence to support applications for exam access arrangements
- SENDCOs and SEND Leads must monitor the attendance and progress of students on their caseload and the quality of support provided, notifying the SEND Support Manager of any concerns at the earliest opportunity

- Participate in regular CPD to ensure that they are equipped with the appropriate skills and knowledge to effectively support the progress of students with SEND
- Follow College processes and procedures to ensure the safety and wellbeing of any students with SEND including but not limited to risk assessments, health declarations, protocols for informing next of kin for any changes to provision and missing from education.

Apprenticeships

In addition to the expectations placed upon the curriculum delivery staff, the apprenticeship team must also adhere to the following processes:

All students who require learning support on apprenticeships should be encouraged to declare any need as part of the application process. Apprentices will then be contacted within 10 working days by a member of the SEND Support Team to enable staff to complete an Inclusion plan. All staff who work with apprentices must follow the guidance included in the document '*Process for Assessing Apprentices and providing support*'

Students should be signposted to the Access to Work funding available and be supported to complete the relevant paperwork should they require support in the workplace which is over and above the reasonable adjustments made by the employer/college assessor.

The SEND Support Team will assess students and allocate support levels as appropriate and indicate this on the Inclusion plan.

Students that do not declare disability and/or learning difficulty at application stage, or do declare but do not engage with assessment prior to entry, should be referred to the SEND Support Team by Tutor/Assessors if the student is experiencing difficulties at any point of their learning. The SEND Support Team will assess to identify reasonable adjustments and additional support as appropriate.

Adult learners enrolled on FE programmes

All students who require learning support who are aged 19+ on FE programmes should be encouraged to declare any need as part of the enrolment process. Students will then be contacted within 10 working days by a member of the SEND Support Team to enable staff to complete an Inclusion plan. All staff who work with Adult learners on an FE programme must follow the guidance included in the document '*Process for Assessing Adults and providing support*'

IMPACT

The effectiveness of the Policy in delivering outstanding provision to students with SEND will be measured as follows:

- Learning Walks and Student Progress Checks
- Student Support Records
- Learner feedback
- Parent/Carer feedback
- Compliments and Complaints
- Self-Assessment
- Positive destination rates
- Retention, Pass and Achievement rates

The SEND Policy links to the following strategies, policies and procedures at the Kirklees College:

- Medication Policy
- Personal Care Policy
- Safeguarding Policy
- Data Protection Policy
- Health and Safety Policy

Relevant Documents and Resources:

- The Disability Discrimination Act
- The Equality Act
- The Data Protection Act
- Safeguarding Legislation
- The Children and Families Act
- The SEND Code of Practice
- Funding bodies are EFSA and Local Authorities

Appendix 1 The Graduated Approach to Support

INCLUSION AND SUPPORT AT KIRKLEES COLLEGE

GRADUATED SUPPORT AT KIRKLEES COLLEGE



ALL STUDENTS

Can access support from the college network of services, including inclusive Quality First Teaching



WHO?

Curriculum delivery teams and Assessors supported by the Quality & SEND team

SOME STUDENTS

Very few will be High Needs or have an EHCP

Will need a Inclusion Plan and possibly personalised adjustments such as:

- Adjustments to their study programme
- In class adjustments as per the students Inclusion Plan
- Modifications and assistive technology
- Oasis room support
- SEND Mentor
- Exam Access Arrangement (EAA)

WHO?

- Curriculum delivery teams and Assessors supported by the Quality & SEND Team
- Student Engagement Mentors out of class
- SEND Mentors small group support
- Access to the Oasis rooms
- Exam Assessment team

A FEW STUDENTS

Will have an EHCP and/or High Needs funding for more complex needs

Will also need a combination of the following:

- In class support from a SEND support worker, CSW, VI Support
- 1:1 out of class support with the SEND Lead or SENDCO
- Small group and specialist support in the Oasis room
- Additional tutoring from the curriculum team
- Specialist care and support as per the EHCP

WHO?

- Curriculum delivery teams and Assessors supported by the Quality and SEND team
- Student Engagement Mentor out of class
- SEND Mentor small group support
- Access to the Oasis rooms
- SEND Team
- External support agencies e.g. SaLT, Ed Psych, OT, NHS