ASKHAM BRYAN COLLEGE

Special Educational Needs and Disability (SEND) Policy -
Further Education and Work-based Learning
SCA8

Equality Impact Assessment : Askham Bryan College recognises the importance of the Equality Act 2010 and its duties under the Act. This document has been assessed to ensure that it does not adversely affect staff, students or stakeholders on the grounds of any protected characteristics.

This policy incorporates the College Disability Statement (SCA8) and the Learning Support Policy (formerly SCA27).

It should be read in conjunction with SCA36 Fitness to Study Policy and SCA39 Professional Practice Policy.

1. POLICY STATEMENT

Askham Bryan College welcomes applications from students who have learning difficulties or physical disabilities. It endeavours to make reasonable arrangements to ensure that none of our students are placed at significant disadvantage due to a disability and to facilitate their success and achievement. The College strives to provide an inclusive environment to meet the learning needs of all students, including those with disabilities, so that they can participate as fully as possible in the learning experience. The College recognises the definition of 'disability' under the Equality Act (2010).

In support of this statement, the College will:

- Assess all potential students on their individual merits, including academic qualifications, and their ability to undertake training or education successfully;

- Provide an inclusive learning experience in which students are encouraged and enabled to progress and achieve agreed learning outcomes;

- Make reasonable adjustments to ensure students with disabilities are supported and able to achieve their full potential;

- Provide a framework which adds value to all students and a culture in which success is celebrated.

2. DEFINITIONS

2.1 The Equality Act 2010 provides that a person has a disability if he, or she, "has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on [that person's] ability to carry out normal day-to-day activities." The Act also applies to people who have had a disability (section 6(4)).

2.2 'Disability' is classified as a 'protected characteristic' under the Equality Act 2010, which means that people with a disability cannot be discriminated against because of that characteristic.

3. PRINCIPLES

3.1 The College considers our commitment to disabled students to apply to those who have Learning Difficulties and/or Disabilities (Special Educational Needs or SEN) and has due regard for the Special Educational Needs and Disability (SEND) Code of Practice 2014. This document, arising from the Children and Families Act 2014, provides statutory guidance for organisations who work with and support children and young people with SEND, aged 0-25.

3.2 The College Equality and Diversity Policy states that all staff and students will receive fair and equal treatment.

3.3 "Wherever possible, reasonable adjustments will be made to ensure physical access to the learning environment. Where difficulties occur, alternative measures will be taken including re-timetabling and room changes."

3.4 There are some occasions when it would be considered 'reasonable' to make adjustments to an element of assessment within an educational programme. All adjustments are considered on an individual needs basis and advice, guidance and approval sought from the qualification awarding body to ensure any amendments maintain the academic and practical integrity of the programme. Only 'reasonable adjustments' can be considered and must not overlook the industrial/employment requirements of the vocational programme for which the programme may be designed.

3.5 At each stage of a student's learning journey with us, we will use our best endeavours and make reasonable adjustments to ensure any disability they may have is not a barrier to their success.

4. SCOPE AND LIMITATIONS

4.1 Some students with SEND will have an Education, Health and Care Plan (EHCP) from their home Local Authority, which sets out their difficulties and support needs. Under the SEND Code of Practice, Local Authorities must consult with the College about a young person with an EHCP to ensure that we can meet their needs before they can be enrolled onto our learning programmes. We have a duty to admit that young person if we are named a provider in the EHCP.

4.2 Although the College Disability Statement (in paragraph 1 above) applies to all students, the SEND Code of Practice does not apply to students on higher education (HE) courses; details of how support is provided for them can be found in the **HE13 Guide for Disabled Students HE.**

4.3 In support of this statement, the College Prospectus also promises that the College operates a policy of equal opportunity and welcomes applications from students with disabilities.

5. RESPONSIBILITIES

- Executive Director/Director Transitional Provision - overall responsibility for Learning Support and line management of Learning Support Manager and monitoring effectiveness of support (in conjunction with heads of department and Curriculum staff).

Learning Support Manager

- Liaison with Local Authorities (LAs) to ensure sufficient funding is provided to meet learner needs and requirements;
- Providing Local Authorities with necessary paperwork/forms to support funding claim;
- Setting Learning Support costings for funding claim and ensuring evidence matches (in conjunction with Director of Finance and Head of MIS);
- Maintaining up-to-date records and evidence available for data collection and audit (in conjunction with EHCP coordinators, LSP's and administrator);
- Reviewing applications and contacting learners for initial Learning Support assessment (in conjunction with Learning Support Team);
- Determining support requirements and allocating support (in conjunction with EHCP Co-ordinators and Learning Support Team).

- Timetabling Learning Support staff (in conjunction with EHCP Co-ordinators and Learning Support Team);

- Ensuring correct Access Arrangements in place on day of exams.

Heads of department

- Ensuring all course staff aware of Learning Support processes and how to refer learners.

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Student Records

- Providing learner information from application/enrolment to Learning Support.

Curriculum staff

- Referring learners currently on course to Learning Support (as long as learner consent has been obtained).

- Ensuring that evidence for support in exams (Access Arrangements) is up-to date and is provided in a timely fashion to the Exams Access Arrangements team.

Exams Access Arrangements (EAA) Team

- Ensuring that effective arrangements are in place to assess and identify support required for students who require and are eligible for EAA.

Specialist Co-ordinators

- Ensuring high quality and appropriate support given to students with specific learning difficulties and disabilities.

6. PROCEDURES FOR STUDENTS

Application

6.1 The admission of any applicant will be determined by an assessment of their potential to contribute to and benefit from their proposed course of study. Admission will be based on the assessment of a range of criteria and will include academic qualifications, personal circumstances and professional and other course entry criteria and requirements.

6.2 Individual programmes of study may specify entry requirements in addition to this minimum requirement and can include specific subject elements.

6.3 No potential students will be excluded from entry as a result of discrimination on the grounds of the protected characteristics defined under the Equality Act 2010.

6.4 Applications from prospective students with learning difficulties and/or disabilities will be assessed on the basis of the meeting the course entry requirements.

6.5 Recruitment and admissions decisions for applicants with learning and support needs will be undertaken by the Learning Support Team in consultations with the Course Admissions Team. The College will make reasonable adjustments to accommodate applicants with support needs. However, if the College is unable to meet these additional needs or can only do so by compromising the learning experience of the student in question, or other students, the College will inform the applicant as soon as the situation becomes apparent.

6.6 If a student has an EHCP, they should let their Local Authority know that they are applying to College, so that they can formally consult with us with regard to the application as set out in the SEND Code of Practice.

At Interview

6.7 Students are asked to let College know if they require additional support to be provided at interview. If a potential student considers that they have a learning difficulty/disability, physical disability or medical condition, we would ask them to let the College know as part of the interview process.

In Transition

6.8 The College can provide a personalised transition plan for students with disabilities or learning difficulties who require one. If this is a requirement for a student's EHCP, we ask students to ensure that we know of their interest in our College as early as possible so that we can plan for their move from their previous education provider to Askham Bryan in advance.

Taster days and induction

6.9 The College holds taster and preview days for students to come and get a 'feel' for College throughout the academic year prior to their arrival. They are a good opportunity for students to get to know more about the course they are interested in and meet the key staff they will be working with, as well as to familiarise themselves with the layout of buildings and facilities. In the week before the timetabled learning sessions begin, College induction gives students a further opportunity to get information about the course and get to know other students. We request that students who have individual

requirements relating to a disability or special educational need let the Learning Support Manager know in advance of this induction programme.

In College

Learning Support

6.10 Learning Support is any activity which provides direct support for learning to individual students over and above that which is normally provided on a standard learning programme.

6.11 The Learning Support Department is responsible for providing learning support to full and part-time FE students. This includes learners with EHCPs and those who have been determined as High Needs.

6.12 The responsibility for the provision of learning support to apprentices, HE students, learners on the Prince's Trust team programme and our short NEETs courses sits with the Apprentice team, the HE Learning Support Co-ordinator, the Head of Prince's Trust and the Director respectively.

6.13 The Learning Support Manager holds the budgets for learning support in FE and oversees the placing of Learning Support Practitioners and specialist staff in the curriculum in order to meet the needs of the students. Day to day operational management of in-class support staff is the responsibility of the curriculum department (Section) Course Managers and corresponding heads of department.

6.14 The Learning Support Department will work with Student Records, Student Services, Curriculum Managers, schools and Local Authorities in order to identify students with learning needs and to plan and provide appropriate levels of support.

6.15 EHCP and High Needs Co-ordinators will work closely with Local Authorities to establish whether our provision is appropriate to the SEND needs of students identified in their plans.

6.16 The Learning Difficulty/Disability Declaration Form completed at interview is the starting point for the assessment of need for students without EHCPs. Where the difficulty or disability is a medical diagnosis, we may ask for confirmation from a GP or other medical professional. Where a student has declared a specific learning difficulty such as dyslexia, dyspraxia or dyscalculia, we may ask for a copy of their Educational Psychologist's or Specialist Assessor's report for confirmation. If a student does not have supporting documentation for their declaration, the College will conduct a screening/initial assessment to establish needs and to signpost the student to an appropriate professional.

6.17 Although we encourage students to disclose any learning difficulty or disability prior to the start of their time with us at Askham Bryan College, we recognise that needs sometimes emerge after they have started. Students can self-refer or be referred by members of College staff at any point during their learning programme and the Learning Support Department will explore their needs with them.

6.18 The following list provides some examples of the kind of support arrangements that students may wish to discuss:

- Mobility assistance
- Adjustable chairs
- Support in the classroom from a Learning Support Practitioner
- Academic support to prepare written work (study skills)
- Adaptation of learning materials
- Laptop (subject to the laptop policy in QA9 – FE Examinations Policy)
- Assistive technology and software, such as text to speech, OCR
- Communication support
- Autism mentoring
- Mental Well-Being support/sign posting
- Radio Aids for Deafness/hearing impairment
- Adapted tablets for Visual Impairments

Exam Access Arrangements

6.19 The Learning Support Department is also responsible for applying for additional support or special arrangements for examinations and assessments.

6.20 Students may have had these kinds of arrangements in school; however, these do not 'carry over' into our College so students will need to be assessed for them with us. These arrangements can include:

- Adapted exam papers
- Reader
- Scribe
- Prompter
- Rest breaks
- Additional time
- Separate/smaller room
- Use of a laptop

6.21 These accommodations in exams should reflect a student's 'normal way of working' in the classroom. Exam access arrangements can only be applied for in strict accordance with Examination Board regulations under the Joint Council for Qualifications.

6.22 Please refer to Section 9 "Equality Act and Access Arrangements" of QA9a FE Examinations Procedure for more information.

Mental Health and Well-Being

6.23 The mental well-being of our students is a priority for Askham Bryan College and the College is aware of its obligations under the Mental Health Act 1983 as amended and Mental Capacity Act 2005. Although our Student Services Advisers are available to help you with the day to day stresses of student life, those with more serious mental health needs will be the responsibility of our Student Well-Being Co-ordinators. They will advise students how to access the right support for their difficulties. In addition to oversight from the Student Well-Being Co-ordinators, the College offers, where appropriate, on site counselling for students with ongoing mental health difficulties.

Tutorials

6.24 Students have access to a tutorial programme with their Course Manager who will discuss progress and any outstanding issues. Course Managers will discuss support arrangements and make sure that students are receiving all the help that they need.

Work Experience

6.25 Students that have disclosed a disability would not normally have their disability disclosed to an employer, unless they have agreed to do so. Students are encouraged to make disclosures directly to employers, or to agree that College staff support them in making a disclosure to an employer, and in agreeing any 'reasonable adjustments' that may be necessary to fulfil the employer's expectations whilst the student attends to undertake work-based placement learning.

6.26 Students that do not disclose do so with the knowledge that no reasonable adjustments can be made in advance.

Accommodation whilst a Resident at College

6.27 College residential sites have some facilities available that are suitable for students with physical disabilities who may require residential accommodation whilst attending a full time programme of study. We request that students let us know of any requirements when making their application for residential accommodation.

Access to the Buildings

6.28 Askham Bryan College endeavours to make sure that all our buildings are accessible to all students and visitors. Some buildings on some sites are more accessible than others, however; but where possible, all reasonable adjustments have been made to facilitate

proper access. If students have any particular difficulties getting into any College buildings they should contact the Student Services team or their Centre Administrator.

6.29 The College has accessible toilets at Askham Bryan York, Newton Rigg, Saltaire, Wakefiled, and Stewart Park (Middlesbrough) Centres.

Relocating a class

6.30 If a student has a physical disability that prevents them working on an upper floor the class will be moved to a ground floor classroom where a disabled student lift is not available for use.

Emergency Evacuation

6.31 In the event of the need for an emergency evacuation, people who are wheelchair users and those not able to negotiate stairs should be moved to a place of safety behind at least a set of fire doors away from the evidence of the fire. Staff responsible should report the location of such groups or individuals to the Health and Safety Adviser and their possible location within the building.

6.32 Individuals that have disclosed disabilities would normally work with their Course Manager to agree a Personal Emergency Evacuation Plan (PEEP) as part of their induction to the College. Part of this process would agree that the PEEP be shared with the College staff who would work with the student during their time at College.

NB. These guidelines are based on instructions from the Emergency Services.

Monitoring and Impact of Learning Support

6.33 All teaching and support staff have a responsibility to ensure that student's learning support needs are met by knowing the individual needs within their groups and taking these into account when planning for learning. Staff can seek extra advice/support to do this from the Learning Support team and staff development.

6.34 The Learning Support Manager will ensure that the student's Course Manager has access to the details of support required by the student. The Course Manager is responsible to ensure that the course team have sufficient information to embed adjustments to teaching and learning as necessary.

6.35 Where in-class support is arranged, the Lecturer leading the class should enable the Learning Support Practitioner to support any reasonable adjustments through effective communication.

6.36 The College will ensure that an analysis of the impact of support is undertaken through the Self-Assessment process and identify areas of strength and the need for improvement.

7. COMPLAINTS/APPEALS

7.1 If any student, student representative, employee or other stakeholder, has any complaints about this policy, or feels they have been unfairly dealt with in relation to this policy they should, in the first instance, address their concerns to the Learning Support Manager, who will fully investigate and report back or escalate through line managers any issues as appropriate.

7.2 QA7 (Customer Service and Complaints Policy) is available on the intranet or via Reception and comments and complaints cards are available from Reception or the Student Services team and explains the process for making a formal complaint.

7.3 Any complaints or appeals regarding examination arrangements or internal assessment appeals may need to follow guidelines laid down by the individual examination board or HEI Academic Regulations. Further details can be obtained via the College Examination Officer.

7.4 The College encourages students to resolve problems informally and help the College identify ways in which we can improve. There are a number of methods by which this can be achieved:

- Discussing problems with Course Managers/tutors;
- Talking to the Learning Support Manager or the Director of Transitional Provision;
- Raising the concern with the Course Student Representative;
- Student Council;
- Student representatives attending Course Team Meetings;
- Equality, Diversity and Inclusion Committee;
- Representation by officers of the Students' Union;
- Formal Complaints Procedure.

8. CONTACT DETAILS FOR COLLEGE STAFF/SERVICES

For students with EHCPs interested in studying at our **York Campus**:

May Houseman
EHCP and High Needs Co-ordinator
Tel: (01904) 772282

For students with EHCPs interested in studying at our **Stewart Park Centre**:

Tracey Hart
EHCP and High Needs Co-ordinator
Tel: (01287) 633870

For students with EHCPs interested in studying at our **Newton Rigg Campus**:

Sue Robson
EHCP and High Needs Co-ordinator
Tel: (01768) 893400

For students with EHCPs interested in studying at our **Saltaire and Wakefield Centres**:

May Houseman
EHCP and High Needs Co-ordinator
Tel: (01904) 772282

Students without an EHCP but with learning support needs should initially raise them at interview and this information will be passed on to the Learning Support Department, who will make contact with prior to the start of term.

For general queries about student support, including accommodation, physical access and mental well-being, contact the Student Services Office.

The Student Support Services Offices are open:

Monday – Thursday	8.45 am – 5.00 pm
Friday	8.45 am – 4.30 pm
Telephone	01904 772277 (York) 01768 893400 (Newton Rigg)

or

Marilyn Shersby –Student Services Manager / Head Warden (York)
marilyn.shersby@askham-bryan.ac.uk Tel: (01904) 772222

or

Wendy Kirkbride– Student Services Manager/Head Warden (Newton Rigg)
wendy.kirkbride@newtonrigg.ac.uk Tel: (01768) 893400