



**Special Educational Needs and Disability (SEND) Policy  
2020 – 2021 - Further Education**

**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.

## 1. POLICY STATEMENT

- 1.1 Askham Bryan College recognises the importance of welcoming all applications. All learners have an equal right to an education which enables them to develop fully their individual, social, emotional and academic potential.
- 1.2 The College will use its best endeavours to make sure reasonable adjustments and arrangements are in place for those learners identified as having special educational needs or disabilities. This is to ensure that none of our students are placed at significant disadvantage due to a disability or because they have special educational needs, and to facilitate their success and achievement.
- 1.3 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.
- 1.4 The College recognises the definition of ‘disability’ under the Equality Act (2010).

## 2. PURPOSE

- 2.1 The purpose of this policy is to set out the College’s approach to special educational needs and disability. Provision within this policy applies to all learners who are identified as having special educational needs (‘SEN’) or disabilities (together ‘SEND’).
- 2.2 This policy aims to ensure that the College meets its statutory duties as outlined in the Special Educational Needs and Disability (SEND) Code of Practice 2015, Children and Families Act 2014, Special Educational Needs and Disability Regulations 2014 and Equality Act 2010. The Special Educational Needs and Disability (SEND) Code of Practice 2015 arises from the Children and Families Act 2014, and provides statutory guidance for organisations who work with and support children and young people with SEND, aged 0-25.

|                        |                            |                                  |                                   |
|------------------------|----------------------------|----------------------------------|-----------------------------------|
| Version: February 2021 | Next Review: February 2022 | Author: Learning Support Manager | SLT Owner: Director of Curriculum |
|------------------------|----------------------------|----------------------------------|-----------------------------------|

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY 2020 - 2021

- 2.3 This policy also aims to ensure that College arrangements for young people with SEN or disabilities are fulfilled and that Askham Bryan College at all times adheres to the Special Educational Needs and Disability (SEND) Code of Practice 2015.
- 2.4 The College's Equality and Diversity Policy states that all staff and students will receive fair and equal treatment.

### 3. DEFINITIONS

The following definitions apply to this policy and associated procedure:

- 3.1 'Disability': 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."
- 3.2 '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.
- 3.3 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 2015.
- 3.4 'SEN': the definition of SEN comes from the Special Educational Needs and Disability (SEND) Code of Practice 2015:

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*a) have significantly greater difficulty in learning than the majority of others of the same age;*

*or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"*

- 3.5 The Special Educational Needs and Disability (SEND) Code of Practice 2015 describes four broad areas of SEN:
- **Communication and Interaction**, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD);
  - **Cognition and Learning**, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia;

---

|                        |                            |                                  |                                   |
|------------------------|----------------------------|----------------------------------|-----------------------------------|
| Version: February 2021 | Next Review: February 2022 | Author: Learning Support Manager | SLT Owner: Director of Curriculum |
|------------------------|----------------------------|----------------------------------|-----------------------------------|

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY 2020 - 2021

- **Social, mental and emotional health**, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health; and
- **Sensory and/or physical needs**, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

3.6 A student may have difficulties in more than one of these areas, but usually, there is a primary need with other additional needs.

### 4. PRINCIPLES

4.1 Askham Bryan College will:

- comply at all times with the Special Educational Needs and Disability (SEND) Code of Practice 2015;
- at each stage of a student's learning journey with us, use best endeavours to make appropriate reasonable adjustments to ensure any disability the student may have is not a barrier to their learning, liaising if necessary with external bodies, eg exams, awarding bodies, local authorities, employers, etc;
- 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;
- provide a coherent study programme which develops potential and provides opportunities for progression into employment or further education and enables students to achieve the best possible outcomes in adult life.

### 5. AIMS

5.1 Askham Bryan College will also:

- ensure that all students have access to a broad and balanced curriculum including visits and extracurricular activities where possible
- offer provision for students with SEND which matches their individual support needs;
- accurately record and monitor the outcome of the provision provided for students with SEND;

---

|                        |                            |                                  |                                   |
|------------------------|----------------------------|----------------------------------|-----------------------------------|
| Version: February 2021 | Next Review: February 2022 | Author: Learning Support Manager | SLT Owner: Director of Curriculum |
|------------------------|----------------------------|----------------------------------|-----------------------------------|

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY 2020 - 2021

- involve students with SEND, where practical, in decisions affecting their SEND provision;
- work in partnership with parents of students with SEND;
- consult and collaboratively with outside agencies whenever necessary so that SEND needs are met;
- integrate students with SEND into College life, providing additional support as needed to support to achieve this;
- provide a graduated response to SEND needs.

### 6. SCOPE AND LIMITATIONS

- 6.1 Although Askham Bryan College's commitment to supporting and encouraging and enabling students with SEND applies to all students, the Special Educational Needs and Disability (SEND) Code of Practice 2015 does not apply to students on higher education (HE) courses.
- 6.2 For details of what support if available for Higher Education students with SEND, please see the Guidance for Disabled Students Higher Education, which is available on Moodle.

### 7. RESPONSIBILITIES

- 7.1. The Director of Curriculum will have overall responsibility for ensuring compliance with this policy.
- 7.2. The Director of Curriculum-will be assisted by Learning Support Manager (who in turn will be assisted by the Learning Support Team) to ensure compliance with this policy.
- 7.3. The Director of Curriculum will be assisted by Learning Support Manager (in conjunction with the Heads of Department and Curriculum staff) to monitor the effectiveness of support.

#### Learning Support Manager

- 7.4 The Learning Support Manager will, together with the Learning Support Team:
- review applications and contact learners for initial Learning Support assessment (in conjunction with Learning Support Team);
  - determine support requirements and allocating support appropriately;
  - ensure high quality and appropriate support is given to students with specific learning difficulties and disabilities;

---

|                        |                            |                                  |                                   |
|------------------------|----------------------------|----------------------------------|-----------------------------------|
| Version: February 2021 | Next Review: February 2022 | Author: Learning Support Manager | SLT Owner: Director of Curriculum |
|------------------------|----------------------------|----------------------------------|-----------------------------------|

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY 2020 - 2021

- ensure that effective arrangements are in place to assess and identify support required for students who require and are eligible for exam access arrangements;
- liaise with local authorities (LAs) to ensure that sufficient funding is provided to meet learner needs and requirements;
- provide local authorities with necessary paperwork/forms to support any funding claim;
- set Learning Support costings for each funding claim and ensuring evidence matches (in conjunction with Finance and MIS);
- maintain up-to-date records and evidence available for data collection and audit (in conjunction with EHCP and High Needs coordinators, LSPs and ALS, Finance and Administration Officer);
- ensure that the correct access arrangements are in place on day of exams;
- ensure that evidence for support in exams (access arrangements) is up-to date and is provided in a timely fashion.

### Admissions Team

- will advise the Learning Support Team of any targeted SEN provision/additional learning support needs identified during the application process.
- will also identify to the Learning Support Team where any applicant has an EHCP and what course they have applied for or are intending to apply for, so that appropriate support can be put in place.

### Curriculum Staff

- must inform the Learning Support Team immediately if a student enquires, attends a taster day(s) or open event(s), who discloses an EHCP or high needs. This is to ensure the statutory EHCP consultation process has been completed before any unconditional offer of a place is made. **No place should be offered without first discussing support needs with the Learning Support Team.**
- must inform the Learning Support Team immediately if they have interviewed any applicant with an EHCP or high needs.

## 8. TRANSITION TO COLLEGE

- 8.1 The College will work with applicant schools to ensure smooth transition for learners to whom this policy applies. All applicants will be given an opportunity before or at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning.

|                        |                            |                                  |                                   |
|------------------------|----------------------------|----------------------------------|-----------------------------------|
| Version: February 2021 | Next Review: February 2022 | Author: Learning Support Manager | SLT Owner: Director of Curriculum |
|------------------------|----------------------------|----------------------------------|-----------------------------------|

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY 2020 - 2021

8.2 If a student makes a declaration the College will discuss with the student how they can/will provide support. Any screenings and assessments will be differentiated and proportionate to the likely level of SEN.

### 9. ASSESSING NEED

9.1 Where a student is identified as having SEN and needing SEN support, the College will bring together all the relevant information from the school, from the student, from those working with the student and from any screening test or assessment the College has carried out, so it can make a proper assessment as to the level of need.

9.2 This information will be discussed with the student. The student should be offered support at this meeting and might be accompanied by a parent, advocate or other supporter. This discussion may identify the need for a more specialist assessment from within the College or beyond.

### 10. EDUCATION AND HEALTH CARE PLANS

10.1 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.

10.2 Under the Special Educational Needs and Disability (SEND) Code of Practice 2015, local authorities must consult with the College about a young person with an EHCP to ensure that the College can meet their needs before they can be enrolled onto any learning programmes. The College, however, has a duty to admit that young person if the College is named as a provider in the EHCP.

10.3 The College will follow statutory guidance with regard EHCPs, including convening meetings of services, parents, education professionals and specialists where required.

#### Types of support

10.4 Special educational support might include, for example: assistive technology and software such as text to speech and Jaws, access to tablets and laptops, personal care (or access to it), specialist tuition, note takers, interpreters, one-to-one and small group learning, in class support, adaptation of learning materials, specialist equipment such as chairs and access to external SEND support agencies.

#### Annual Review

10.5 Review meetings will be held at a minimum of every twelve months, including a review of the student's support, reviews must focus learner's progress towards achieving the outcomes specified in the EHCP.

10.6 A focus of these reviews will also be on preparing for adulthood. The review process will enable changes to be made to an EHCP so it remains relevant to the needs of the young person and the desired outcomes.

|                        |                            |                                  |                                   |
|------------------------|----------------------------|----------------------------------|-----------------------------------|
| Version: February 2021 | Next Review: February 2022 | Author: Learning Support Manager | SLT Owner: Director of Curriculum |
|------------------------|----------------------------|----------------------------------|-----------------------------------|

## **11. TEACHING AND LEARNING**

- 11.1 As part of a learner’s study programme, all teaching and support staff will ensure access to learning that is supportive, inclusive and aspirational.
- 11.2 Clear and achievable targets will be set that focus on what the learner needs to develop in order to achieve the next steps in their education and monitored with reference to EHCP outcomes where applicable.
- 11.3 Learners currently on course will be referred to the Learning Support Team if required (as long as learner consent has been obtained).
- 11.4 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.

### **Exam Access Arrangements**

- 11.5 When exam access arrangements are required, then the College should apply for additional support or special arrangements for examinations and assessments. Students may have had these kinds of arrangements in school; however, these do not ‘carry over’ to College so students will need to be assessed for them with us.
- 11.6 These arrangements can include:
- Adapted exam papers
  - Reader
  - Scribe
  - Prompter
  - Rest breaks
  - Additional time
  - Separate/smaller room
  - Use of a laptop
- 11.7 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.
- 11.8 Please refer to Section 9 “Equality Act and Access Arrangements” of the FE Examinations Procedure for more information.

## **12. RECORD KEEPING**

- 12.1 The College will include accurate information to evidence the SEND support that has been provided over a student’s time in College and its effectiveness along with an up to date individualised learning plan.

---

|                        |                            |                                  |                                   |
|------------------------|----------------------------|----------------------------------|-----------------------------------|
| Version: February 2021 | Next Review: February 2022 | Author: Learning Support Manager | SLT Owner: Director of Curriculum |
|------------------------|----------------------------|----------------------------------|-----------------------------------|

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY 2020 - 2021

12.2 Details of what additional or different provision the College has made to meet a student's SEND and their progress towards specified outcomes will be recorded.

12.3 The information will be used as part of regular discussions with the student and, where appropriate, the family, about the student's progress at college meetings and statutory support and annual review meetings as part of the EHCP process, the expected outcomes and planned next steps.

### 13. MONITORING AND REVIEW

13.1 The Director of Curriculum and Learning Support Manager will maintain oversight of the effectiveness of these arrangements. This policy and the implementation arrangements which underpin it will be reviewed annually by the Director of Curriculum and Learning Support Manager.

### 14. SUPPORTING/RELATED DOCUMENTS

- Special Educational Needs and Disability (SEND) Procedures
- Fitness to Study Policy and Procedure
- Fitness to Practise Policy and Procedure
- FE Examinations Policy and Procedure
- Admissions Policy (FE) and Procedure
- Accommodation Policy

### 15. REGULATIONS

15.1 In all aspects of this policy the College will comply with the following legislation:

- Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice 2015
- Children's and Families Act 2014
- Data Protection Act 2018

### 16. CONTACT DETAILS FOR LEARNING SUPPORT TEAM

16.1 For York campus, please email main central email inbox: [learning.support@askham-bryan.ac.uk](mailto:learning.support@askham-bryan.ac.uk) or telephone (01904) 772282.

16.2 For all other campuses, please email [learning.support@askham-bryan.ac.uk](mailto:learning.support@askham-bryan.ac.uk) .

---

|                        |                            |                                  |                                   |
|------------------------|----------------------------|----------------------------------|-----------------------------------|
| Version: February 2021 | Next Review: February 2022 | Author: Learning Support Manager | SLT Owner: Director of Curriculum |
|------------------------|----------------------------|----------------------------------|-----------------------------------|