

Learning Support Policy			
Current Status:	Operational	Last Review:	March 2024
Policy Owner:	Head of SEND Services	Next Review:	March 2026
Roles Responsible for Review:		Originated:	January 2022
Approved by:	SET Curriculum	Committee:	Educational Excellence Committee
Type of Policy:	Staff / External	Quality Assured by:	

1. General/Summary

- 1.1. This policy applies to all staff and any other personnel associated with West Suffolk College to provide information on services and support for students with Special Educational Needs and Disabilities (SEND).
- 1.2. This policy is based on and complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015) and section 69 of the Children and Families Act 2014. We use the same definition of Special Educational Needs (SEN) as set out in the Code of Practice.
- 1.3. We recognise that provision for students with SEND is the responsibility of the whole college and we are ambitious for young people with SEND whatever their needs and whatever their level of study at WSC. We focus on supporting *all* students so that they can progress and reach positive destinations in adult life. These destinations include higher education, further training, employment, independent living, good health and participating in the community.
- 1.4. At WSC we are dedicated to ensuring that *all* students follow a coherent study programme which provides stretch and progression in order to achieve the best possible outcome in adult life. As part of our commitment, students also receive access to relevant careers advice and guidance (as set out in section 7.9 in the SEND Code of Practice 2015).

2. Aims

2.1. Identify and involve:

- a) Through our admissions process we aim to identify and provide for students who have special educational needs or disabilities.
- b) To involve students actively in decisions about their support requirements.
- c) To involve parents/carers in their child's SEND provision.

2.2. Curriculum:

- a) To provide coherent programmes of study for students with SEND.
- b) To implement a graduated approach to meeting the needs of the students using the Assess, Plan, Do, Review process.
- c) To ensure that a student's programme is appropriately scaffolded to support their progress.
- d) To provide a focus on outcomes for students.
- e) To ensure that all staff know that they have a responsibility to refer any student who they believe requires additional support to the relevant member of staff (see SEND Management Section)

2.3. **Guidance:**

- a) To ensure that students with SEND receive appropriate pastoral support and guidance, including preparation for their next steps.
- b) To continue to liaise effectively with relevant outside agencies.

2.4 **Overall:**

- a) To continually develop a whole college approach to the management and provision of support for SEND.
- b) To ensure that all staff are made aware of procedures for identifying, assessing, and making provision for students with SEND.
- c) To provide support and advice for all staff working with students with SEND.
- d) To continue to provide opportunities to celebrate the achievements of students with SEND.
- e) To work within the guidance provided in the SEND Code of Practice 2015.

2.5 **Leadership:**

- a) To provide an appropriate leadership structure to ensure that the aims of the SEND Policy are met across the college.

3. Responsibilities

- 3.1 The nominated Governor Lead for SEND is responsible for monitoring how we meet the needs of our students with SEND across WSC.
- 3.2 The CEO has overall responsibility for the SEND Policy and provision across WSC. The CEO should keep the Corporation informed and work closely with the Group Head of SEND Services and Group Head of Supported Learning to provide regular updates to Governors.
- 3.3 The Group Head of SEND Services will lead on the strategic development of the SEND policy to raise the achievement of all students with SEND.
- 3.4 The Group Head of Supported Learning will lead on the strategic development

of the curriculum and provision in Supported Learning.

- 3.5 All staff undertake regular Safeguarding training at WSC and staff have a duty of care to ensure the safest of learning environment for all students at WSC.
- 3.6 The SEND Services team have the responsibility for ensuring day to day provision is organised in line with the provision set out in a student’s Education and Health Care Plan (EHCP) and is achieved in liaison with relevant staff, parents/carers and other agencies, supported by the Local Authority.
- 3.7 All Teaching, Learning and Assessment (TLA) teams have a duty to be aware of the varying needs of students in their classes, ensure all aspects of TLA are accessible, appropriately scaffolded, and reasonable adjustments are in place. This will be monitored through regular audits and observation processes.
- 3.8 All staff have a responsibility to have high aspirations for students with SEND whatever their needs and whatever their level of study at WSC.

4. SEND Management

Area of Responsibility	Staff name	Post
Overall Group responsibility for SEND support, and services	Lawrence Chapman Gill Huntington	Regional Director SEND and Outdoor Learning Group Head of SEND Services
Consultations, EHCP Annual Reviews and SEND Teaching and Learning Strategies WSC	Amanda O’Neill	SEND Coordinator
Management of Out of Class support – WSC Sixth Form	Tammy Mitchell	Inclusive Learning Manager
Management of In Class Learning Support - WSC Sixth Form	Vicki Bryant	Inclusive Learning Manager
Overall Group responsibility for Supported Learning curriculum and provision	Rhian King	Group Head of Supported Learning

5. Admissions and Accessibility

- 5.1 We are committed to equal opportunities. Our aim is to meet the needs of *all* students on roll and our admission procedures have due regard for the provision

of support for SEND. Our Equality, Diversity and Inclusion Policy sets out our inclusive approach to the delivery of education.

6. Identification:

- 6.1 Appropriate staff are involved in transition planning between school and college in order to prepare effectively to meet the needs of the student and ensure a successful transition into college life.
- 6.2 To support the transition of students, we expect feeder schools to share all relevant information with WSC prior to their arrival (please see the Transition section for more information).
- 6.3 Students are able to disclose at application and beyond whether they have a learning difficulty, an additional learning support need, disability or a medical condition that may affect their learning and in some cases the student may already have an EHCP.
- 6.4 Where a student declares any significant SEND, a member of the SEND team, will liaise with the prospective students with regards to their needs and what support may be required.
- 6.5 If a student has an EHCP this will be identified on ProMonitor and an individual SEND Profile will be generated. The profile will be produced using information from their most current EHCP and Annual Reviews and will include respective outcomes identified under the following areas:
 - Communication and Interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs

The SEND Profile will also include suggestions for learning strategies and adaptations which should be embedded in their learning activities.

7. Assess

- 7.1. Where a student is identified as having significant SEND and needing SEND support, the SEND Team brings together all the information from the school, the student, the family, and any multi-agency teams working with the student including any recent assessments that have been carried out.
- 7.2. The student will be invited to a SEND assessment meeting to discuss and agree any SEND support needs. Students can be accompanied by a member of the support team, their parents, an advocate, or another supporter.

8. Plan

- 8.1. At the support meeting, staff discuss with the student and/or their

parents/carers, the student's ambitions, the nature of the support to be put in place, expected impact on progress and the date for reviewing the support. This plan will be developed with the student (where possible) and the interventions and support will be provided in order to best meet the aspirations of the student. Types of SEND support at WSC can include:

- Assistive technology
- Personal Care Needs
- Specialist Tuition
- Access Arrangements for exams
- 1:1 or small group support
- Transition
- Adapted Timetable
- Supported Supervised Study
- Planning for Adulthood – careers / progression pathways
- Accessible information e.g. symbol -based materials
- Access to therapies facilitating multi agency work

WSC will have due regard for the support provision that is recommended in a student's EHCP.

9. Do

- 9.1. We have a very responsive and flexible approach to supporting our SEND students. Our TLA staff adopt inclusive learning approaches to the delivery of the curriculum, and we recognise that in many cases this will be sufficient to meet the needs of students with SEND. Where additional support is required either in-class or additional out-of-class support, students are supported by appropriately trained staff. The level of support is continuously evaluated to ensure that the student is getting the best experience in order to progress and achieve with a focus on progressive independence.
- 9.2. Lecturers are responsible and accountable for all students in their class, including those students who access support from specialist staff.
- 9.3. We regularly and carefully review the quality of provision for all students, including those at risk from underperformance.
- 9.4. Lecturers are expected to demonstrate appropriate adaptations for students in their classes and this is looked at as part of observation cycles across the academic year.
- 9.5. Where an intervention may require a student to work as part of a 1:1 or a small group, the Lecturer still has responsibility for the student.
- 9.6. Lecturers work closely with any type of learning support and take an active role in planning for progress and assessing impact against the support the student receives.
- 9.7. We have a Careers Education Advice and Guidance (CEAG) service for all students. This service provides individualised support to students to enable

students and families to consider all their options. We have a range of work experience and volunteering opportunities.

10. Review

- 10.1. We take a cyclical approach to assessing need, planning and providing support and review and evaluate the support regularly so that it can be adjusted where necessary.
- 10.2. The SEND team are responsible for ensuring that reviews of SEND support happen and any alterations identified in the review and agreed with students are communicated with parent/carers.
- 10.3. Where a student has an EHCP, this will be reviewed every 12 months in line with the requirements of the SEND Code of Practice 2015. Parent/carers, Local Authority representatives and relevant agencies will be invited alongside the student to an annual review meeting to discuss progress against their EHCP outcomes.

11. Transitions

- 11.1. We provide taster and assessment activities for students who are thinking of applying to join our Supported Learning programmes so that they can familiarise themselves with the learning environment and gain some experiences of college life and study.
- 11.2. For EHCP holders who are joining mainstream provision we offer a summer Connect programme of additional taster sessions to help students familiarise themselves with the learning environment and meet other students.
- 11.3. We expect feeder schools to share all key information about prospective students by the spring term at the latest so that we can develop suitable programmes of study and prepare appropriate support.
- 11.4. We also proactively endeavour to attend Year 11 Annual Reviews, where invited, for prospective students with EHCPs who are considering a programme.
- 11.5. We recognise that some prospective students want a fresh start when leaving school to attend WSC and any sharing of their SEND should be sensitive to their concerns and subject to their agreement.

12. Local Offer:

- 12.1. We recognise that the Local Authority have a statutory duty to develop and publish a Local Offer (as per the guidance in the SEN Code of Practice 2015. We know that this must cover: preparing and reviewing the Local Offer (including the views of young people, parents and providers), publishing the Local Offer including comments on it and actions to be taken and providing information, advice and support where required.
- 12.2. As our commitment to the Local Offer, we co-operate fully with the Local

Authority in the development and the review of the Local Offer.

- 12.3. We are continually committed to developing our offer to meet the needs of *all* our students locally and review our curriculum offer on an annual basis in line with prospective student demand.

Revision History – Policy name

Revision date	Reason for revision	Section number	Changes made
March 2024	Systematic review		Re-formatted to new standard Policy format. Updated staff titles to Policy