SEND Support
Policy
2024-26

Responsible Officer: SENCo
Date: August 2024
Review Date: August 2026
Available: Intranet and Website
Approved by: Executive

Introduction

Our SEND provision is reflected within our values linked to providing an offer to students that meets the vision of:

Ambition, innovation, integrity and respect and have set an ambitious strategy with the following objectives: Create exceptional learning experiences for our students.

Buckinghamshire College Group is committed to ensuring 'Equal access to opportunities and inclusive learning underpins all that we do'.

Core Principles

Buckinghamshire College Group (BCG) works within the 2015 Special Educational Needs and Disability Code of Practice: 0 to 25 years. All young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives; and
- Make a successful transition into adulthood, whether into employment or higher education or training.

The College is fully committed to the inclusion of students with Special Educational Needs and Disabilities (SEND) provided that the College is compatible for the young person's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other studies in the College and is an efficient use of the Local Authority's resources.

In keeping with the College's principles of Equality and Inclusion, we affirm that:

- All learners are of equal value
- We recognise, respect and value difference and understand that diversity is strength
- We foster positive attitudes and relationships
- We have the highest expectations of all our students
- We work to raise standards for all students
- We observe good equalities practice for our staff
- We foster a shared sense of cohesion and belonging

The College uses the term **parents** to signify parents, guardians and/or carers, i.e. all those who have parental responsibility for young person.

Scope of Policy

This policy applies to students with Special Educational Needs and Disability (SEND), their parents and all staff.

This policy should be read in conjunction with the following:

- Admissions Policy and Procedure
- Diversity, Equality, Diversity and Inclusion Policy (DEWI)
- Exams Policy
- Safeguarding, Child Protection and Vulnerable Adults Policy including Prevent
- Student Performance Management Procedure
- Health and Safety Policy
- Exceptional Learning Framework
- Student Attendance procedure

Definition of SEND

A young person has SEND if they have a learning difference or disability which calls for special educational provision to be made for him or her. 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
- 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 colleges or mainstream post 16 institutions.

Special educational provision is education or training that is additional to or different from that made generally for other young people of the same age.

Students with Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…

A person who has a physical or mental impairment that substantially limits one or more major life activity. This includes people who have a record of such an impairment, even if they do not currently have a disability.

There is a significant overlap between young people with a disability and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Key Requirements/Legal Duties

As a College, we will use our *best endeavours* to meet the needs of our SEND students. This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49

Objectives of this Policy

- To identify and provide for students who have special educational needs
- To work within the framework provided in the SEND Code of Practice 2015
- To operate a **whole student, whole College** approach to the management and provision of support for special educational needs
- To ensure access to the curriculum for all students
- To provide support and advice for all staff working with students who have special educational needs
- To develop and maintain partnership and high levels of engagement with parents
- This policy will be updated regularly.

Partnership with Students and Families

The College works in partnership with students and their parents. Students' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood. This will enable students with SEND to achieve good outcomes.

The College recognises that parents have a unique overview of their child's needs and how best to support them.

We have high aspirations for all our students, including those with SEND and use a ***Person Centred Planning*** approach when preparing for their needs. Person Centred Planning is a process for continual listening and learning, focusing on what is important to someone now and in the future. Students with SEND are integral to the decision-making processes affecting them.

Identifying and Assessing Students with SEND

The College has a clear approach to identifying and responding to SEND. There are many opportunities throughout the application and enrolment process for a student to declare their SEND needs. All tutors responsible for identifying students with SEND and, in collaboration with the Head of Send Support and SEND Support Team, will ensure that those students requiring different or additional support are identified at an early stage.

On entry to the College every student's attainment is assessed in order to ensure continuity of learning. This may identify students who require additional class-based interventions and/or further assessment.

- Information given at interview and enrolment is used to shape the students' provision in the first few months
- The College regularly gathers information about every student's progress
- We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.

The SEND Code of Practice 2015 does not assume that there are hard and fast categories of SEN. It recognises that children's needs and requirements fall into four broad areas:

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

In line with the SEND Code of Practice we accept that students often have needs that cut across all these areas and their needs may change over time. We acknowledge that while considering the needs of the young person, some areas which are not SEN may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- Being a Child Looked After.

NB. Behaviour is not a special educational need in itself. In keeping with the SEND Code of Practice, poor behaviour is viewed as a response to an underlying unmet need which the College, in partnership with parents and the young person, will endeavour to identify.

Quality First Teaching

Teachers and Assessors are responsible and accountable for the progress and development of the students in their classes, including where students access support from SEND Advocates (SAs), specialist tutors or other specialist staff. High quality teaching, adapted and differentiated for individual students, is the first step in responding to students who have or may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-College responsibility. This requirement has been strengthened in the SEND Code of Practice 2015.

- All BCG students have access to a Study Programme that is tailored to meet the needs of individuals. Targets are set to meet our students AMBITIONS.
- The College regularly reviews the quality of teaching for all students, including those at risk of underachievement. In addition, the Head of SEND Support and the team carry out regular

learning walks to ensure that high quality teaching for SEND students is in place across the curriculum.
- Tutors are able to access detailed advice on all students with SEND.
- There is regular advice and training for colleagues at all levels.
- The College aims to provide advice and training to improve tutors' and Learning Support understanding of the SEND most frequently encountered in College and to develop their skills in identifying students with particular barriers to learning.
- Where necessary, outside agencies deliver bespoke training.
- Preparing for adulthood is embedded into student provision.
  - o The College will support students with SEND towards greater independence and employability, enabling young people to achieve their ambitions.
  - o The College will support students with SEND to prepare for adulthood. Strategies for this may include exploring different employment options, independent living, participating in society, and being as healthy as possible in adult life.

Criteria for the Allocation of Support
When a student has been identified as requiring additional support to meet their individual needs this can be through:
- Education Health Care Plan
- Self-referral leading to an assessment by the SEND Support team
- Transition information gathered from previous educational settings •
- External professional referrals
- Tutor referrals.

Education Health Care Plan
The EHCP consultation specialist will be consulted by the student's Local Authority (LA) to assess if '*outcomes*' identified in the ECHP can be met by the College provision. There may be specific situations where a young person needs cannot be met by the College and this will be communicated to the LA in line with the SEND Code of Practice.

To meet '*outcomes*' the College may be required to deliver provision in partnership with subcontractors who will take the lead with specific elements of a young persons *'outcomes'*. This subcontracted provision is in agreement with the LA.

The College will conduct EHCP Annual Reviews in accordance with the SEND Code of Practice.

In a situation where the agreed provision does not meet the planned *'outcomes'* the SENCo will call an emergency EHCP Annual Review to reassess the provision in partnership with the LA and other key partners e.g. CAMHs, SALT.

Self-referral leading to an assessment by the SEND Support team
Students and their families are invited to declare any SEND Support needs, including exam access arrangements on application to the college and again at enrolment. Students will then be asked to complete a **SEND Support questionnaire**, which will be reviewed and recorded by the SEND Support department. Some students may require further assessment to ensure the appropriate support is put in place.

Support for students with an Education Health Care Plan, is agreed through the consultation process. There may be referral to external resources according to any agreed provision as part of the EHCP consultation.

Following receipt of referral, the individual's needs will be assessed through either previous setting evidence, diagnostic reports, discussion with the student or formal specialist teacher assessment for exam access arrangements.

Following this assessment process, the level of support will be agreed. Information regarding student needs and support strategies, are shared with tutors through the College's monitoring system (ProMonitor) and in accordance with GDPR.

Support is reviewed on an ongoing basis and amended as required.

The aim of the SEND Support department is to develop the student's independent learning skills and strategies in preparation for adulthood, to remove barriers and enable achievement and progression, including the use of assistive technology. For this reason, support may be reduced or amended as a student progresses through the college.

Course Leaders and Curriculum Managers will be informed of any required adjustments.

The SEND Support team
SEND SUPPORT is a support service for students with a range of additional needs. We can provide support for students with a learning difficulty or disability.

SEND Support is available to all students with additional needs (subject to assessment and agreement of need, resources and funding).

Reasonable support adjustments will be made regardless of course or location to ensure that students with a learning difficulty or disability are not disadvantaged. Services are provided to students attending college campuses, and to students who attend or access our learning programmes in the community, in the workplace and via online learning.

SEND Support is arranged to fit in with individual student timetables. Referrals can occur at any time during the academic year.

Our aims are:

- To assist the student to increase autonomy and become an independent student
- To assist the student to achieve their qualification aims
- To assist the student to access the curriculum
- To identify and meet the individual learning needs of the student

Support Arrangements
Agreed support is put in place to match the student timetable and regularly reviewed to monitor any change in student needs.

SEND Support Records and One page Profiles
SS records (record of support) are completed on ProMonitor available to the tutors to help support the differentiation and adaption of teaching content as required. This is also supported with a One Page Profile. These profiles are a snap shot of a student's statutory requirements from the EHCP along with strategies to support.

The SEND SUPPORT team will support the student by meeting their individual needs and make any 'reasonable adjustments', based on need and availability.

Where students do not attend their allocated support sessions regularly the support session may be withdrawn in consultation with the tutor.

We ensure support is monitored, reviewed and embedded in the curriculum.

Student Feedback is positively encouraged via:
- Annual reviews (EHCP students)
- Communication with LSAs
- Communication with tutors and CMs
- College Student Survey
- Student Voice

SEND Support provision is monitored and reviewed via:
- Right Choice and termly curriculum progress reviews, undertaken by the Course Tutor
- Liaison with curriculum teams
- Completion and monitoring of Records of Support by all SAs
- Lesson observations of both student and teaching/Learning Support

Transition information gathered from previous educational settings
As part of the transition process the College may receive information from a student's previous educational setting advising that the student has additional needs. With the student's consent the College will work to gather information and arrange assessments to put appropriate support in place.

External professional referrals
The College may receive notification of students with additional needs from professionals connected to the College as well as external professionals. With the student's consent the College will work to gather information and arrange assessments to put appropriate support in place.

Tutor referrals
Tutors may identify students who are not making progress despite quality first teaching and request the involvement of the SEND Support team. The SEND Support team will then gather information and arrange assessments to put appropriate support in place.

Examination Access Arrangements and Reasonable Adjustments
Through the transition into College process, self-identification, tutor referral and professional referral, the College will arrange for students who have been identified as potentially requiring access arrangements for external examinations to be assessed by a specialist assessor. If students meet the criteria for access arrangements and reasonable adjustments as specified by the awarding examination body, the College will put the appropriate arrangements in place.

Transition to Further Education, Employment and Training
We place students and their families at the centre of planning for transitions. The College works in collaboration with other educational providers to facilitate the smooth transition of SEND students in to the College. This could be through arranging additional visits, taster sessions or through other resources e.g. Photographic scrap books. The College supports SEND students through advice and guidance, transition to new courses as part of their progression within College as well as leaving College to do; community programmes, apprenticeships, employment or higher education.

Students with SEND and Bullying

Our Anti-Bullying Policy makes is clear that all our students have the right to feel safe from bullying. The College has a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

Students with SEND and Exclusions

When considering whether to exclude a student with SEND, BCG pays due regard to guidance which states that colleges should try every practicable means to maintain a student with SEND in College and should seek local authority and other professional advice as appropriate.

Complaints Procedure

What will happen if I am not happy with the level of support that I receive?

Initially we recommend you discuss your support needs with your tutor or Curriculum Manager.

If you are still unhappy about any aspect of the support provided by SEND Services you may contact the SEND support department as follows:

sendsupport@buckscollegegroup.ac.uk

SEND Support
Buckinghamshire College Group
Oxford Road
Aylesbury
Bucks
HP21 8PD

If you are still unhappy with the outcome of your complaint, please send your complaint in writing to complaints@buckscollegegroup.ac.uk.To view the full complaints policy, please see the College website.

We welcome your suggestions. We would like to hear from you if you wish to compliment us on any aspect of our service. If you wish to comment on this policy or any aspect of our service, please contact us in person, by telephone, or in writing.

Appendix 1 - Access Arrangements: Word Processing Policy

1.   Overview

This policy details the criteria Buckinghamshire College Group uses to award and allocate word processors for examinations. The policy adheres to the Joint Council for Qualifications (JCQ) Adjustments for candidates with disabilities and learning difficulties criteria. Access Arrangements are agreed before an assessment or examination and before the published deadline dates and are put in place to ensure all students have equal access to examinations.

This ensures appropriate, effective and additional assessment and exam access arrangements are in place and that these arrangements are communicated to the student, exam team, course tutors and parents/ carers.

2.   Implementation

- The provision of a word processor, for examinations will only occur where the candidate meets the JCQ criteria for this arrangement.
- The use of a word processor must reflect the candidate's normal way of working within the college or if a temporary injury has occurred which prevents the candidate from working in their normal way.
- A word processor cannot be granted to a candidate simply because he/she wants to type rather than write in examinations or can work faster on a keyboard, or because he or she uses a laptop at home.
- The college will consider the use of a word processor for certain students by following a process of identification and assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Examples of students who may benefit from the use of a word processor may have:

    - a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
    - a medical condition;
    - a physical disability;
    - a sensory impairment;
    - planning and organisational problems when writing by hand;
    - poor handwriting.

This list is not exhaustive.
Teaching staff must provide evidence of the need and the provision of reasonable adjustments in the classroom to meet the candidate's needs due to their disability. Written confirmation must be provided to say that without the Access Arrangement applied for, the candidate would continue to be at a substantial disadvantage.

3.   Identification

The college provides several routes for the identification of students who require exam access arrangements and the use of a word processor is included in this process.

Self-Identification:
- A student informs the college either through the enrolment process that they have been granted the use of word processor in previous examinations in another education setting Or that they would like to be assessed for the use of a word processor in examinations.

- A student verbally informs a tutor or the learning support team that they have been granted the use of word processor in previous examinations in another education setting.
  Or that they would like to be assessed for the use of a word processor in examinations.
- The college will provide opportunities for the specialist teacher to make contact with all students who may be sitting examinations to declare that they would like or require assessment for exam access arrangements, (including the use of a word processor)

Staff Identification:
- A tutor, SENCo, or learning support staff member identifies that a student should be assessed for the use of a word processor for examinations.

External Advice:
- A previous education setting informs the college that a student who was attending their provision was granted the use of a word processor for examinations.
- An external professional informs the college that a student has been granted the use of word processor or that in their professional capacity they advise the student should be assessed for the use of a word processor in examinations

4. Assessment

Following identification all students who are to be considered for the use of a word processor in examinations must be assessed by the college appointed qualified specialist assessor, whose qualifications are recognised by JCQ.

The assessment **will** include the gathering of history of need, normal way of working and any formal documentation of medical diagnosis or professional reports. The assessment **may** also include JCQ recognised tests to establish the provision of a word processor, e.g. in order to establish speed of writing or to establish if a student qualifies to have the spelling and grammar facility on the word processor enabled.

Following the assessment, the specialist assessor and the SENCo will confirm if a student qualifies for the use of a word processor in examinations. The college will inform the student of the outcome of the assessment. The learning support team will inform the college examinations department and record the access arrangement so that all staff working with the student are aware of the access arrangement.

Students who are granted the use of a word processor will be required to complete a data protection notice.

Assessments will be conducted in line with JCQ deadlines.

The college will follow the regulations on the use of word processors in written examinations as specified in the JCQ 'ICE' booklet.

The spelling and grammar facility will be disabled on all word processors which are used in examinations unless the student qualifies to have the facility enabled.

Equality Impact Statement

Section One	
College:	Buckinghamshire College Group
Departments Effected:	Whole College
Who is responsible for the Equality Impact Assessment?	Nicola Ellis
Title (of the policy/practice/decision)	Assistant Principal Student Engagement & Support
Description (Provide a brief description of the policy/practice/decision)	The College is fully committed to the inclusion of students with Special Educational Needs and Disabilities (SEND) provided that the College is compatible for the young person's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other studies in the College

Section Two – Stakeholder Consultation		
2	Who are the main stakeholders and what consultation exercise are you planning to undertake, if required (e.g. consultation with Employee Voice, Trades Unions, Staff groups, Student groups?	Students, staff/learning support, partners, eg Talkback, McIntyre and JCQ (access arrangements)
3	Are there concerns that this could result in differential or adverse impact on any Equality Groups (Protected Characteristics as identified by the Equality Act 2010)	No

Section Three
Please identify how the policy may impact the following protected characteristics:
- Identify any positive impacts the policy/practice/decision may have on equality groups.
- Identify any negative impacts the policy/practice/decision may have on equality groups.
- Propose measures to mitigate or eliminate identified negative impacts.

Protected Characteristics	Impact High/Medi um/ Low/N/A	Action(s) you will take to mitigate or remove the negative or adverse impact if identified? Propose measures to mitigate or eliminate identified negative impacts
1. Age (e.g. are there ways older or younger people may find it difficult to engage?)	Low	This policy is applicable to all.
2. Disability (eg do you need to consider large print or easy read?)	Low	Text can be viewed on screen and enlarged. Long term absences may be proportionally more focused with those who have a disability due to the nature of the policy.
3. Gender identification (eg is your language inclusive of LGBTQ+ groups?)	Low	This policy is applicable to all.
4. Gender Re-assignment (eg is your language inclusive of trans and non-binary people?)	Low	This policy is applicable to all.
5. Marriage and civil partnership (eg does it treat marriage and civil partnerships equally?)	Low	This policy is applicable to all.
6. Pregnancy & Maternity (eg with this have an impact on pregnant or those on family leave; breastfeeding services?)	Low	This policy is applicable to all.
7. Race / Ethnicity (eg does it take into account the needs of people from different groups)	Low	This policy is applicable to all.
8. Religion or Belief (eg do people from faith groups experience any specific disadvantage)	Low	This policy is applicable to all.
9. Sexual Orientation (eg is your language inclusive of LGBTQ+ groups?)	Low	This policy is applicable to all.

Section Four – Monitoring and Review

Does your criteria and procedure promote fairness and equal opportunities? *Utilize relevant data sources, such as demographic information, student feedback, or staff surveys, to inform the analysis as necessary*	Yes- as we adhere to legislation regarding SEND. We consistently monitor the need of young people while also ensuring we focus on promoting their independence. The team have opportunities to upskill to ensure needs are met. Student survey data shows a positive response around the SEND Support team.
How will you monitor and evaluate the effectiveness of these measures to determine whether it has been effectively and fairly applied	We monitor the provision of those with SEND to ensure they are provided the same opportunities to succeed. Consistently track and review the value the team adds. This is done via student and parent feedback. Adapt support where needed to meet new and evolving needs and ensure the whole team has access to information which can inform their support.

Section Five – Outcome, Sign-off and Authorisation

Equality Impact Assessment Outcome
Select one of the four options below to indicate how the policy will be progressed and state the rationale for the decision

Option 1:	No change required – the assessment is that the policy is robust.	X
Option 2:	Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.	
Option 3:	Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified	
Option 4:	Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.	

Name & job title of authorised person	Nicky Ellis, Assistant Principal Student Engagement & Support
Equality Impact Assessment was completed on:	2/7/24
Date of next review, and by whom? This may include regular reviews, data analysis, and stakeholder feedback	August 2026 Nicky Ellis, Assistant Principal Student Engagement & Support