

POLICY / PROCEDURE TITLE		DATE OF APPROVAL
Special Educational Needs and Disabilities (SEND) and Additional Learning Support (ALS) Policy		October 2024
APPROVED BY	VERSION NO.	VALID UNTIL
Executive Board	1	October 2027

<b>OWNER</b>	Group Assistant Principal SEND		
<b>GROUP EXECUTIVE LEAD</b>	Executive Principal		
<b>DOCUMENT TYPE</b>	Policy <input checked="" type="checkbox"/>	Group Procedure <input type="checkbox"/>	Local Procedure <input type="checkbox"/>
<b>PURPOSE</b>	The Special Educational Needs and Disabilities (SEND) and Additional Learning Support (ALS) Policy sets out the definitions, principles and operational implementation requirements for the legal, efficient and effective provision of support services relating to learners with special educational needs (SEN) with education, health and care plans (EHCP) and Learning support needs. There is now one policy for all NCG colleges however it is recognised that colleges will have local offers of support available and models of implementation. Compliance with the policy is a requirement.		
<b>APPLICABLE TO</b>	All NCG employees, as well as consultants, vendors, agency workers, contractors, service users, trainees/students, volunteers and/or any other parties who have a business relationship with NCG.		
<b>EQUALITY ANALYSIS COMPLETED [POLICIES ONLY]</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
	(If EA not applicable, please explain)		
<b>KEY THINGS TO KNOW ABOUT THIS POLICY</b>	<ol style="list-style-type: none"> <li>1. This policy applies to all services and support to learners with special educational needs and/or disabilities (SEND).</li> <li>2. This policy introduces a more rigorous performance monitoring of the service and support arrangements in place for learners with special educational needs and additional learning support needs in line with relevant legislation as well as alignment to core values.</li> <li>3. This will support colleges and all staff in delivering services to identify areas of strength and those that need further development, to improve outcomes young people and adults with special educational needs across the group.</li> </ol>		
<b>EXPECTED OUTCOME</b>	Readers are expected to understand the organisational position on the provision of educational services and support for learners with special educational needs and/or disabilities, know their responsibilities in relation to the policy and comply with the terms of the policy.		

## MISCELLANEOUS

### LINKED DOCUMENTS

- [ESFA funded adult education budget \(AEB\): funding and performance management rules 2024 to 2025](#)
- [ESFA 2024 to 2025 Apprenticeship Funding Rules version 1](#)
- The Equality Act (2010)  
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- The Children and Families Act (2014)  
<https://www.legislation.gov.uk/ukpga/2014/6/contents>
- The Special Educational Needs and Disability Regulations 2014  
<https://www.legislation.gov.uk/uksi/2014/1530/contents>
- SEND code of practice: 0 to 25 years  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- NCG Teaching, Learning and Assessment Policy
- NCG FE and Apprenticeships Admissions Policy
- NCG English and Maths Policy
- NCG Equality, Diversity, Inclusion and Belonging (EBID) Policy
- NCG FE and Apprenticeships Admissions Policy
- NCG Tutorial, Progress and Attainment Policy
- NCG Learner Positive Behaviour Policy.
- NCG Careers Education, Information Advice and Guidance Framework policy.
- Assessment, Internal Quality Assurance and Moderation Policy

### KEYWORDS

- Special Educational Needs and Disabilities (SEND)
- Quality First Teaching or Adaptive Teaching
- Reasonable Adjustments
- EHCP (Education, Health and Care Plan)
- ALS (Additional Learning Support)
- APDR (Assess, Plan, Do, Review)
- Cognition and learning
- Communication and interaction
- Sensory and physical
- Social, Emotional and Mental health (SEMH)

## Equality Impact Assessment

EQUALITY IMPACT ASSESSMENT			
	Yes	No	Explanatory Note if required
EIA 1 - Does the proposed policy/procedure align with the intention of the NCG Mission and EDIB Intent Statement in Section 2?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The answer to this must be YES
EIA 2 - Does the proposed policy/procedure in any way impact unfairly on any protected characteristics below?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Disability / Difficulty	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Gender Reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Marriage and Civil Partnership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Religion or Belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Sexual Orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
EIA3 - Does the proposed policy/processes contain any language/terms/references/ phrasing that could cause offence to any specific groups of people or individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
EIA4 - Does the policy/process discriminate or victimise any groups or individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
EIA 5 - Does this policy/process positively discriminate against any group of people, or individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
EIA 5 - Does this policy/process include any positive action to support underrepresented groups of people, or individuals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This policy has a significant volume of positive actions to remove discrimination and barriers to learners with additional needs specifically in regard to individuals with learning difficulties and disabilities.
EIA 6 - How do you know that the above is correct?	There has been broad consultation on this policy across all NCG colleges, specifically supported learning staff as well as regular specific consultation with risk, compliance and funding teams. Additionally, there is significant alignment to related legislations and required duties applied to related regulations and the SEND Code of Practice.		

## 1. GENERAL POLICY STATEMENT

- 1.1. This policy describes the philosophy, principles, and procedures for the effective and efficient approaches to support learners with Special Educational Needs (SEN) and Learning Support (ALS) needs, available at NCG colleges. Across NCG there is a commitment to ensuring that every learner and apprentice has the best opportunity and support to succeed in their learning and life. This commitment is especially crucial to those learners who need the most support.
- 1.2. NHS England recommend terms used in the 'Making Information and the words we use accessible' document which includes using identity-first language where it is specifically recommended for example, autistic person/learner instead of 'people/learners with autistic/learning disabilities' or person/learner with a learning disability (LD) instead of 'people/learner with LD'. There is not however universal agreement on these terms and language use is contested within SEND and contested over time. The term 'learner' is used in this policy and refers to people enrolled on programmes for young people and adult provision.
- 1.3. At NCG our core mission is one of **'Enabling social mobility and economic prosperity through exceptional education'** underpinned by core values shared by all:
  - Being both inclusive and diverse
  - Trusting and respecting our communities
  - Taking ownership whilst working collaboratively
  - Inspiring excellence and curiosity
- 1.4. All teachers are teachers of Special Educational Needs and Disability (SEND). High quality learning support is underpinned by high quality teaching, learning and assessment. In addition, all college employees have a duty to make reasonable adjustments for learners with learning difficulties and/or disabilities in our course delivery, our campuses, our services, systems and processes.
- 1.5. The NCG Quality Plan (2023-2026) sees the introduction and launch of organisational standards which have been developed to align with sector expectations and arise from NCG's communities of practice. As part of this strategic approach, there have been 5 'good' quality standards and three 'outstanding' standards developed which align to the provision of education to learners with special educational needs and disabilities.

These standards are concerned with various aspects of our service for SEND learners including transition support, IAG, personal development, learner progress, teaching and learning, learner voice and the development of a work-ready relevant and ambitious curriculum.

1.6. The Special Educational Needs and Disabilities (SEND) and Additional Learning Support (ALS) Policy details the strategic overview of NCG for all learners with special educational needs, learning difficulties or disabilities with additional learning support needs and sets out the expectations of NCG and its colleges in the key processes supporting this aspect of our service delivery, including:

- Roles and responsibilities (**Appendix 1**)
- The learning support cycle and Identification of need – including the graduated response (Assess, Plan, Do, Review)
- Quality First Teaching
- Reasonable Adjustments
- Broad areas of need and types of support (Cognition and learning, communication and interaction, sensory and/or physical needs and social, emotional and mental health).
- Recording of assessed needs, support plans, delivery and associated costs.
- Monitoring and review of assessed needs, support plans, delivery, progress and associated costs.

NCG is committed to providing high-quality education to all learners, meeting their specific needs whilst ensuring that support and reasonable adjustments are utilised to best effect. This is to ensure that learning is accessible to all, that learners can thrive in a safe environment and that successful preparation for adulthood is supported.

1.7. This policy sets out how NCG approaches and manages its responsibilities in relation to special educational needs and learning support. For the avoidance of doubt, this is additional learning support (provided over and above the support provided as part of a learner's core programme) for learners with an EHCP (Education, Health and Care Plan), for learners with no EHCP but who have additional learning support or low-level SEN needs, adults, apprenticeships and learners with additional support needs who are accessing advanced learner loans. Please note that the arrangements for the following support funds are not included in this policy: 16-19 Discretionary Bursary Fund; 16-19 Vulnerable Bursary Fund; 19+ Discretionary Learner Support Fund; Advanced Learner Loan Bursary.

## 2. DEFINITIONS

2.1 NCG is committed to inclusive learning and delivery and widening participation and recognises its responsibilities under the Equality Act 2010, The Children and Families Act 2014 and the 0-25 SEND Code of Practice 2014.

2.2 These Acts define specific protected characteristics relating to special educational needs and disability including the following main categories:

- Physical disabilities
- Profound and Multiple Learning Difficulties
- Learning difficulties, including Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.
- Autistic Spectrum Condition (ASC)
- Social, Emotional, Mental Health
- Hearing and visual impairment
- Progressive conditions that are expected to become substantial.

2.3 All learners who have special educational needs, learning difficulties or disabilities, are entitled to receive support to enable their full participation in college life, to facilitate the successful completion of their chosen programmes of study and to support successful long-term outcomes in preparing them for adult life and/or progression to further study or employment.

2.4 For the purpose of this policy there are several descriptors of supported learning provision each with special educational needs and/or disabilities (SEND) at the core but whose funding and regulatory arrangements are recognised differently. These are:

- Learners with Special Educational Needs (SEN) but no Education, Health and Care Plan
- Learners with high needs (has an Education, Health and Care Plan)
- Learners with high needs (has an Education, Health and Care Plan) High Cost
- Adult (19+) Learners with Additional Learning Support Needs (ALS) (No Education, Health and Care Plan).

2.5 The Equality Act (2010) defines disability as *a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities*. NCG recognises that learners with disabilities may not necessarily experience learning difficulties. However, as there are commonalities between definitions and the College's support strategies, should a disabled learner require special educational provision, they will be supported using the SEND definition.

2.6 The Children's and Families Act (2014) defines a young person with special educational needs as 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'

2.7 The SEND Code of Practice determines that learners have a learning difficulty or disability if they have a 'significantly greater difficulty in learning than the majority of others the same age, or that they have a disability which prevents or hinders them from making the most of facilities of a kind generally provided for others of the same age in mainstream post-16 institutions.

2.8 NCG use the full range of definitions relating to learners' with additional or special educational needs, as per the SEND Code of Practice. Broadly, these include:

a) **Communication and Interaction:** relating to learners with speech, language and communication needs (SLCN) and learners with ASC (Autism Spectrum Condition), including Asperger's Syndrome and Autism.

b) **Cognition and Learning:** support may be required if an individual's learning takes place at a slower rate than their peers, due to any of a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) that affect one or more specific aspects of learning also relate to this area and includes dyslexia, dyspraxia and dyscalculia.

c) **Social, Emotional and Mental Health Difficulties (SEMH):** learners may experience behaviours that reflect underlying mental health difficulties such as anxiety or depression. Others may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

d) **Sensory and/or Physical Needs:** learners with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some learners with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

2.9 The policy aim is to comply with the specific statutory duties which apply to all NCG colleges under the Equality Act 2010 and Public Sector Equality Duty 2011. Where someone meets the definition of a disabled person in the Equality Act 2010 colleges are required to make reasonable adjustments making sure the individual can benefit from what the college offers in the same way as a learner who isn't disabled. A college must not discriminate against a disabled learner because of something that is a consequence of their disability.

2.10 Reasonable adjustments are changes a provider makes to remove or reduce a disadvantage related to someone's disability. For example:

- Adapting a curriculum where this can be done efficiently and in keeping with awarding organisation regulations (e.g. Certificate instead of a Diploma).
- Providing specialist support for example a sign language interpreter.
- Providing equipment, services or support for example giving one-to-one support to help someone prioritise their work.
- Adapting approaches to standard policy for example learner behaviour, where a special educational need identifies additional support measures to be in place.

Reasonable adjustments are specific to an individual person. What is reasonable depends on each situation. Each consideration must carefully identify if the adjustment:

- will remove or reduce the disadvantage – having discussion with the potential learner, parent or local authority person and not make assumptions.
- is practical to make.
- is affordable and/or reasonable within existing resources.
- could harm the health and safety of others (e.g. dangerous behaviours).

2.11 Additionally, the policy aim is to ensure that regarding learners with an Education, Health and Care Plan, full compliance with the SEND Code of Practice August 2014, as follows:

- a) **Duty to co-operate with local authorities on arrangements for young people with special educational needs (SEN)** including the publication of individual College's contribution to their Local Offer. This is a reciprocal duty. It means that, in carrying out their functions under this part of the Act, a local authority must co-operate with the named bodies who, in turn, must cooperate with the local authority.
- b) **Duty to admit a young person if the institution is named in an Education Health and Care plan (EHCP)**, subject to, the three conditions outlined in the SEN and Disability Code of Practice. The College must comply with the parent's preference to be the named College of choice in the EHCP unless:
  - I. It would be unsuitable for the age, ability, aptitude or SEN of the young person,
  - II. The attendance of the young person would be incompatible with the effective education of others or



- III. A placement at the College would be incompatible with the efficient use of resources.
- c) **Duty to have regard to the SEND Code of Practice** in all NCG activities.
- d) **Duty to use best endeavours** to secure the special educational provision that the young person needs.

#### 2.12 **EHCP Consultation Process**

- a) The EHCP consultation process is driven by the learners' home local authority and is a legal requirement to be completed in each academic year no later than 31st March. This duty is set out in Regulation 18 of the Special Educational Needs and Disability Regulations 2014.
- b) Upon receiving an EHCP consultation the college has 15 days in which to provide a response to the home local authority on the assessed ability to meet needs. Where a learner with an EHCP has already applied to the College, and they or a parent has declared that they have an EHCP, the College will contact the home local authority to request a copy of this so that this can be used to make a full assessment on ability to meet needs.
- c) Where the College assesses that the special educational provision specified within the EHCP (Section F) cannot be met and reasons are in accordance with the accepted provisions stated in section 2.11 (b) (i, ii, iii) then the parent and young person will be clearly communicated with to advise on that outcome, where an application to the College has been made. The formal response in this case where the College cannot meet needs will be back to the local authority as part of the consultation process.
- d) Where the College has been named in the EHCP but has not yet received application or interest from the young person or their parent to signal an interest or intention to apply to or enrol at the College, all reasonable efforts will be made by the Supported Learning team to engage them in the process of assessing the college's ability to meet need. In some circumstances EHCP consultations are sent to College's in bulk and do not allow for the 15-day deadlines to be met. In such circumstances Supported Learning managers will negotiate with respective local authorities on the need for an extension to this deadline. In all cases where the consultation has been sent after the 31st March in each year, it remains the legal duty of the local authority to have consulted sooner.
- e) Where the College assessed that for one of these reasons needs could not be met, the Supported Learning Manager must comply with all statutory guidelines and write to the home local authority stating reasons including where the

College may be able to meet some of the needs and / or what additional resources would be required in order to meet needs.

### **3. PRINCIPLES**

3.1 All learners have equal rights to access to education regardless of special educational or additional learning need or disability. The policy aim and purpose is to ensure adherence and compliance with the NCG commitment to inclusion and clarify the scope of the Supported Learning Services within each college. The policy seeks to:

- Confirm and express full commitment to supporting learners with special educational needs on their programme of study.
- Clarify the scope of Learning Support provision and services for learners with special educational needs or disabilities.
- Describe the protocols in place to encourage early identification of special educational needs or disabilities before learners commence, or during their course at college where needs emerge.
- State the commitment to improve outcomes for learners with special educational needs or disabilities in terms of retention, achievement and progression in college and to employment, higher education and promote the independence of learners via preparation for adulthood outcomes set within education, health and care plans (EHCP).
- Promote partnerships and working together values to encourage the independence of learners with special educational needs or disabilities.
- Continually to develop a culture of inclusive practice across all NCG services and functions.
- Ensure staff are informed of relevant legislation, NCG policy, guidelines and procedures to enable them to meet their responsibilities.
- Ensure consistent best practice is followed thereby enabling staff to respond appropriately and sensitively to special educational support needs.
- Clarify procedures, processes, systems and supporting evidence requirements which satisfy additional funding claims in respect to each approach as follows:
  - Learners (16-25) with an educational, health and care plan (EHCP) (Element 2).
  - Learners (16-25) with an educational, health and care plan (EHCP) (High cost: Element 3).
  - Learners (19+) with additional learning support (ALS) needs and exceptional learning support needs.

- Learners (19+) in receipt of Advanced Learner Loans.
- Apprenticeship learner support.

3.2 The policy outlines NCG service commitments and expectations for learners with special educational or additional learning support needs. The following general principles apply:

- Reasonable adjustments and modifications will be made through high quality and personalised teaching and learning (Quality First Teaching).
- The support services delivered by Supported Learning Managers and teams or external specialist services will enable learners to access learning where there are barriers or needs.
- All learners will have access to pastoral, welfare and learner support including support for mental health and wellbeing.
- Adaptation to learning materials will be made by teachers, curriculum teams and support teams where this need has been identified and in pursuit of an adaptive teaching and support approach.
- If needed, learners will be assessed for access arrangements for exams in line with teacher evidence of 'normal way of working' (NWOW) and the JCQ Regulations.
- Approaches to other College policies will be administered in step with this policy where the learner has special educational needs which impact upon the typical administration of those approaches. For example, learner behaviour or admission policies must be applied fairly and consistently but in the case of a learner with special educational needs, extra consideration must be given to ensure all additional support needs have been effectively put in place in accordance with the needs set out in their EHCP. This means that reasonable adjustments must be considered in the management and application of such policies.

### 3.3 **Higher Education (HE)**

Learners with an EHCP who progress to Higher Education courses will have a proportion of their preceding Annual Review devoted to discussing this transition, particularly as the EHCP will cease. This will provide an opportunity to highlight needs and reasonable adjustments going forwards and an agreement relating to these will be made between the College and the Learner.

Learners on Higher Education, commercial and international courses are outside of the scope of this specific policy.

The Special Education Needs Code of Practice in relation to Further Education Colleges excludes Higher Education learners funded by Learner Finance England.

Disabled Learners' Allowance (DSA) is additional funding for Higher Education learners who are eligible. This is a government funded scheme designed to help with the costs incurred as the result of a disability, medical condition, Specific Learning difficulty (SpLD) such as dyslexia or mental health condition. Individuals may be able to get help to:

- pay for course-related costs they may have as a direct result of their disability.
- buy equipment they need because of their disability.
- pay for support workers such as British Sign Language interpreters or mobility trainers.
- pay for any additional study-related travel costs they may have because of their disability.

DSA funding is allocated to the individual learner and not the College. It is the learner's responsibility to ensure they engage fully in the process of applying for DSA. The allowance can help pay for study related support, including specialist equipment.

## 4. POLICY OUTPUTS

4.1 The outputs of the Policy are to:

- a) Provide for an environment where our legal duties are understood, embraced by all members of staff of NCG and applied with consistency.
- b) Ensure compliance with the Equality Act 2010, Public Sector Equality Duty 2011, and SEN Code of Practice recognising the 9 protected characteristics which includes disability. In relation to disability NCG colleges will not discriminate on the grounds of disability and will make **anticipatory reasonable adjustments** to prevent disabled people being placed at a substantial disadvantage (e.g., physical environment, auxiliary aids, services, policies and procedures, and create opportunities for disclosure).
- c) Ensure that our resources are effectively and efficiently deployed in relation to supported learning needs and disability support services.
- d) Ensure that all aspects of support are evidenced, monitored and reviewed for impact and fully comply with funding audit requirements with regards to evidence as set out in the *NCG Procedures for Retention of evidence and recording of Learning Support for Adults, Advanced Learner Loans, Apprenticeships and High Needs learners*.

- e) Support NCGs Teaching, Learning and Assessment policy and the NCG Standards for Delivery by promoting positive behavioural attitudes and creating an environment in which learners with special educational needs feel safe, confident and able to make excellent progress in their learning.

4.2 Under this policy NCG will discharge its responsibilities to identify learners' special educational needs and additional learning support requirements via:

- a) The transition planning stage with schools and home local authority for those with an education, health and care plan to ensure a smooth transition into the organisation and to ensure fair and equal access to course provision.
- b) Referring learners for specialist assessments internally within the boundaries of NCG staff expertise, or externally where this is outside the level of expertise and incorporate into planning and delivery any guidance received. e.g. Adult social care, health services, and other specialists.
- c) The opportunity for all applicants before or at entry and subsequent points, to declare a special educational learning need, a disability or a medical condition which may affect their learning.
- d) Diligent addressing of special educational needs where they emerge after a programme has commenced irrespective of the level of study.

4.3 Using best endeavours to put appropriate support in place and keep support under review by:

- a) Supporting learners to articulate their aspirations, needs and the support which helps them best.
- b) Providing support which promotes independence and enables each learner to make good progress towards employment and /or further/higher education, independent living, good health and participating in the community and working on the transition from the College.
- c) Keeping the needs of learners under review using a cyclical approach (assess, plan, do, review). For learners with an Educational Health and Care Plan this is required 12 monthly as a minimum (known as the Annual Review) and co-operation with the home local authority for each learner is essential.
- d) Providing a person-centred approach which includes parents/carers and other external agencies as applicable to the individual learners circumstances, where they consent to the sharing of information. The SEN and Disability Code of Practice 2015 makes it clear that once a child becomes a young person at the age of 16, Local Authorities and others should normally engage directly with the

young person rather than their parents. However, the Code also makes it clear that the young person's family and parents should continue to be involved in discussions about the young person's future. The young person may also ask them to help in other ways such as attending meetings, filling in forms or receiving correspondence on their behalf. This is particularly important for 16- and 17-year-olds, for whom parents will retain parental responsibility until they reach the age of 18.

- 4.4 Ensure accurate, robust and timely assessment of need and associated record keeping through the following evidence of the special educational support /additional learning support interventions.
  - a) Identification of need.
  - b) Robust assessment of need.
  - c) Support delivery plan.
  - d) Delivery of support required.
  - e) Monitoring and review records including regular discussions with the learner and where applicable their parents/guardians or external agencies around progress, outcomes and planned next steps.
  - f) Accurate, timely and evidenced reporting in the Individualised Learner Record (ILR) including planned and adjusted service costs.
- 4.5 To utilise resources effectively and efficiently to deliver high quality special educational support and additional learning support up to the agreed annual threshold for Element 2 for learners (16-25) with an EHCP.
- 4.6 To ensure that in securing the efficient use of resources, cost tariffs are reviewed annually and provided by college finance to Supported Learning Managers for the efficient preparation of costed support plans.
- 4.7 Secure adequate funding from the learner home local authority for funding more than this threshold referred to as 'Element 3' or 'Top Up' funding for learners (16-25) with EHCP to meet learner needs.
- 4.8 Develop individual learner support delivery plans implementing additional learning support (ALS) (aged 19+ where there is no EHCP) and identify appropriate costs associated with the successful provision of this support, recording this on the College's individual learner record (ILR) including where costs are more than £150 per month (called Exceptional learning Support and claimed via the ILR as part of an Earnings Adjustment Statement or EAS).

- 4.9 To ensure that where costs are at least or more than £150 per month and are exceptional, records of accurate cost claims are processed in year with Learning Support and data services to enable regular and timely financial performance reporting to College Principalship/Senior Leadership Teams.

## 5. TYPES OF SUPPORT

- 5.1 All NCG provision for its learners, as part of the 'Local Offer' (for learners with special educational needs) can be broadly separated into three 'phases' as:
- o Universal Provision (Quality First Teaching).
  - o Additional SEND or ALS Needs (with or without an EHCP).
  - o High Needs Support (with an EHCP).

These levels might include (but are not restricted to) the following support methods:

### **Quality First /Universal Provision (Reasonable adjustments)**

- In-class personalisation such as adapted tasks, different starting points, visual resources, handouts, reasonable adjustments.
- Seating/work area positioning.
- Tutor, Learning Manager or Progress Coach support.
- Personalised timetable.
- I.T. and assistive technologies.
- Risk assessments.
- Medical and access arrangements.
- Access to Learner Experience Services.
- Education Psychologist assessment, if required.

### **TARGETED Additional SEND and Learning Support Needs (with or without EHCP) Universal provision PLUS;**

- Small group support
- In-class support
- Assistive technology
- Examination access assessment (EAA) & concessions
- Time-out or rest breaks
- Peer mentoring
- Read & Write software.
- Digital and recorded learning delivery
- Environmental aids and adaptations (including adjustable tables and chairs)

- Contact with Learning Support team leaders.
- Personal Emergency Evacuation Plan (PEEP)
- Speech and Language Therapist (SaLT) support

**SPECIALIST High Needs Support** (with an EHCP). Universal and Additional provision PLUS;

- In-class support at the required ratio.
- Out-of-class support during unstructured times including daily meet and greet.
- Specialist assistive technology.
- Campus orientation exercises.
- Taster sessions.
- Personal care and toileting facilities (including hoist and changing table).
- Read & Write software.
- Widget software and resources.
- Mobility support.
- Quiet room and small group work areas.
- Dedicated Key Worker support with regular 1:1 meetings and advocacy.
- Individualised timetable.
- Communication support.
- Proof reading/study support.
- External specialist services and expertise, such as speech and language therapy.

In identifying appropriate reasonable adjustments, NCG is committed to making reasonable adjustments for learners, while at the same time accepting that some limitations may apply. This means that as far as is reasonably possible, a learner with additional needs has the same access to the curriculum and College services as other learners. The following factors will be taken into account when considering adjustments:

- The need to maintain academic standards.
- Health and Safety.
- The relevant interests and needs of other stakeholders including other learners.
- Practicality.
- The effect of the impairment on the individual learner.
- Cost of reasonable adjustment and the efficient use of resources.
- Appropriate entry requirements have been assessed and consistently applied and any adjustments are reasonable and do not disadvantage the learners capacity to make progress in line with stated intended outcomes.



- 5.2 Targeted support and Additional Learning Support (ALS) will include any activity that provides direct support to individual learners, over and above that which is deemed to be 'Universal Provision' in a programme of study. The need may arise from a variety of barriers to learning relating to the four areas of need cited in section 2.8 of this policy.
- 5.3 Access arrangements and reasonable adjustments in examination settings will be assessed and administered in line with the latest Joint Council for Qualifications (JCQ) rules and regulations. When undertaking external examinations some learners may require some form of "Access Arrangement". For example, this may allow them additional time or supervised rest breaks. However, it is important to note that:
- Learners with special educational needs do not automatically qualify for examination access arrangements.
  - Learners must meet with Learning Support Staff to discuss appropriate examination access arrangements.
  - The provision of access arrangements must not give a learner an unfair advantage.
  - Some learners may need to undertake diagnostic assessments to justify an access arrangement.
  - Final decisions on special examination arrangements are the responsibility of the awarding body.
  - Access arrangements do not carry over into a new academic year, or new course and therefore must be reviewed at the commencement of each year or course unless this is a 2-year programme such as A or T Levels.
- 5.4 In providing support, NCG staff will use their professional expertise and exercise reasonable judgement on an individual basis. This judgement and the decision on support will be determined by the staff from Learning Support teams, assessment staff, College Teaching Staff, parents/ guardians, and external agencies where appropriate.
- 5.5 All NCG colleges will work closely with local authorities and other external agencies regarding commissioning, planning, negotiating funding and reviewing services.
- 5.6 Special Educational Needs and Additional Learning Support will include the provision highlighted and published in each College's Local Offer and recognises that the types of support offered and the ways in which we deliver learning support will be continually reviewed to ensure our offer consistently meets the support needs of our learners.

## **6. IDENTIFICATION AND ASSESSMENT OF NEED**

- 6.1 Learners are encouraged to disclose any special educational need (SEN) or additional learning support (ALS) need or current EHCP as early as possible, so that support

requirements can be identified and planned for effectively. There are opportunities to discuss special educational and learning support needs at open evenings and recruitment events; special educational support (SEN) needs and EHCPs can be disclosed during interview and enrolment processes.

6.2 Identification of support requirements can be undertaken by the following means:

- Education, Health and Care Plan consultation sent to college to ascertain whether needs can be met.
- Agency referral e.g. school, Department for Work and Pensions (DWP), careers advisors, social workers.
- Declaration of need at enrolment.
- Employer referral (apprentices).
- Medical report.
- Educational Psychologist report.
- Self-referral by contacting the College support team.
- Referral from Lecturer and / or Learner Tutor.
- Referral after English and maths initial assessments.
- College identifying a potential need based on the information a learner has provided.

6.3 Upon application, where a prospective learner declares a learning support need or an education, health and care plan a request to the home local authority will be made to secure referral of the plan at the earliest opportunity to ensure the identified education outcomes and support needs have been recently (within 12 months) reviewed and remain relevant to their phase transition. This information enables the college to fully assess its ability to meet needs and make reasonable adjustments where necessary to aid smooth transition into college and fulfil the best endeavours duty.

6.4 Course entry criteria, including trials and other application or pre-enrolment assessments determine suitability for offer of a place on a course. An education, health and care plan, or other learning difficulties assessment will not determine the outcome of the application, assessment or offer unless reasonable adjustments required would be incompatible with the efficient use of resources.

6.5 All learners who declare a current Education, health and care plan (EHCP) will be contacted by learning support staff to establish the support or resources they require and discuss and plan how this will be administered by the team and curriculum staff. Interview and enrolment support will be provided, if required. Staff will liaise with schools, parents and external agencies as necessary, to establish a full picture of the learners' requirements.

- 6.6 For prospective learners whose education, health and care plan is sent to NCG as part of the consultation process, a full assessment of the College's ability to meet need will be undertaken and in accordance with the statutory 15 day response time. In accordance with the Code of Practice, NCG college staff will fully comply with the duty to co-operate with local authorities but recognising that this duty is shared. In the instance of excessive consultations sent in the same period, Supported Learning Managers will negotiate with local authorities to recognise the need to extend this timeframe.
- 6.7 For prospective learners who have not chosen or do not wish to enrol at an NCG college and have instead chosen an alternative provider, but where the local authority has intention to name an NCG college, all efforts will be made to engage with the young person and their parent (where appropriate) to inform assessment of ability to meet need, noting that this is not always possible and when this is the case, assessment will only be formed from the information provided within the EHCP.
- 6.8 Learners who do not have an education, health and care plan, once referred to the Supported Learning team, will meet with a member of the team to discuss their support needs and produce a personalised support plan. Learners are asked to provide supporting evidence of a diagnosed need e.g., medical or diagnostic report, if they have this.
- 6.9 For learners who do not have an EHCP an 'Assessment of Need' must be carried out and recorded. Once this has been completed, it should be signed by both the College and the learner to confirm the most appropriate type and level of support to enable the learner to succeed has been identified and agreed.
- 6.10 Learners with an EHCP will have their progress reviewed regularly throughout the year, with termly reviews of progress made towards stated outcomes and parents/ guardians will be kept informed at all stages, where permitted and all relevant professionals will be welcomed to the annual review. Preparation for Adulthood will be a key focus of the education, health and care (EHCP) plan outcomes in consultation with learners and parents, which are then submitted to the home local authority for amendment. Learners who are receiving Learning Support (19+ with no EHCP) will receive a review of progress each term or sooner where on a short programme with adjustments to support required where necessary.
- 6.11 Maths and English – All learners undergo an initial assessment on entry at college. This ensures that learners are placed in the correct level for English and maths. The Head of the English and maths Department and Supported Learning Managers will assess the need for GCSE English and/or maths exemptions for learners with an EHCP in place

and in line with the 16 to 19 funding: maths and English condition of funding – where only in exceptional circumstances will exemptions be applied. Where such exemptions are applied, a record of assessment must be completed for each component requirement (Maths and/or English) with appropriate alternative provision for the development of these subjects identified.

- 6.12 For the 2024/25 academic year Apprenticeship Funding rules (v.1) introduce new flexibilities for apprentices, specifically where an apprentice has a learning difficulty or disability which is a barrier to them achieving the English and / or maths requirements providers should consider whether they should be offered the flexibility to achieve Entry Level 3 functional skills in the adjusted subject(s). All individuals must be considered on a case-by-case basis and must satisfy all of the evidence conditions. This flexibility is open to all apprentices as the need for assessment in the first 8 weeks has been removed.
- 6.13 Additionally, for apprentices learning support can be provided for any learner regardless of whether or not this has previously been applied, although any claims for funding most only be from the point of assessment and delivery of support.

## **7 MONITORING AND REVIEW**

- 7.1 The provision for learners with special educational (SEN) and additional learning support (ALS) needs will be monitored and evaluated through the college self-assessment process, updates to the Equality and Diversity Steering Group and reports to College Senior Leadership Team/Principalship to:
- Improve inclusion and learning support provision.
  - Inform learning support procedures.
  - Measure the retention, achievement and progression rates of learners with additional learning needs.
  - Monitor the efficient and effective use of resources allocated to the provision of Learning Support.
  - Contribute to self-assessment and quality improvement processes.
- 7.2 Curriculum teams will work closely with quality teams for the development and support of consistent and high-quality teaching and support for learners with special educational needs and additional learning support needs. Supported Learning Managers and Coordinators will conduct observations as part of the departmental/College reviews in terms of learners who have special educational or additional learning support needs.

- 7.3 Feedback about Learning Support will be gathered from learner surveys. Learning Support provision will be monitored and evaluated as part of the College's self-assessment process and quality improvement planning to improve learning support and learner success. The assessment, implementation and review processes relating to inclusion and learning support will be monitored via both internal audit and ongoing management discussion.
- 7.4 Learners with an Education, Health and Care Plan (EHCP) will receive regular reviews of their progress in conjunction with the curriculum team responsible for their learning. In addition, and in line with statutory requirements Supported Learning Managers will liaise with the learners home local authority to ensure arrangements are in place to conduct the EHCP Annual review. Where annual reviews are carried out by college staff proposed amendments will be sent to the local authority in draft form and once agreed by them an amended EHCP will be requested.
- 7.5 For learners in receipt of additional learning support (ALS) regular reviews of progress and impact will be carried out, proportionate to the programme of study with amendments to support required adjusted on learning plans, support arrangements and associated funding claims.
- 7.6 For learners in receipt of additional learning support (ALS) a final review of support and progress must be conducted at the end of their programme of study.
- 7.7 Supported Learning Managers will ensure that outcomes within only section E of the education, health and care plan and only section F detailing the special educational needs required are made available to curriculum teams and progress towards these is reviewed as part of regular, cyclical progress reviews for each learner.
- 7.8 Supported Learning Managers will ensure that ILR and funding data returns are provided to learner data systems in accordance with the requirements set out in the annual Procedures for the Retention of Evidence and include all checks for accuracy with supporting evidence and in line with required deadlines set by ESFA or where necessary the appropriate devolved funding authority.
- 7.9 We use information about young people to meet our legal obligations and responsibilities. We hold the information securely and use it to:
- identify or clarify the young person's SEND needs.
  - identify the support they require which will help them to achieve their outcomes.
  - make decisions about whether to conduct a statutory needs assessment or issue an EHCP.

- make decisions about the content of an EHCP including outcomes, placement and provision.
- support the ongoing monitoring of the provision specified in an EHCP where one is issued.
- inform EHCP annual review and monitor progress.
- support disagreement resolution or mediation processes and processes relating to appeals to the Special Educational Need and Disability Tribunal (SENDIST)
- help to resolve any disagreements.
- enable coordinated working with other teams and organisations.
- evaluate and quality assure the services we provide.
- analyse service provision and effectiveness, and model patterns of service involvement to support future service delivery planning.
- inform future commissioned services and educational placements requirements.

7.10 Requests for Education, Health and Care Plans, (including references to any representations, evidence, advice or information obtained in relation to an EHCP) are exempt from the right of access under the UK General Data Protection Regulations (GDPR) and Data Protection Act 2018.

#### Article 6 GDPR – Lawfulness of Processing

Processing shall be lawful only if and to the extent that at least one of the following applies:

- (i) processing is necessary for compliance with a legal obligation to which the controller is subject.
- (ii) processing is necessary in order to protect the vital interests of the data subject or of another natural person.
- (iii) processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller.

Additionally, a key duty for certain settings is the duty to use their ‘best endeavours’ to secure special educational provision for all children or young people for whom they are responsible. This means doing everything that could reasonably be expected of it to meet the SEN of its learners. This duty applies to Further Education institutes.

Section 66 of the Children and Families Act 2014 says:

*“If a registered pupil or a student at a school or other institution has special educational needs, the appropriate authority must, in exercising its functions in relation to the school or other institution, use its best endeavours to secure that the special educational provision called for by the pupil’s or student’s special educational needs is made.”*

*‘Appropriate authority’ here means the governing body, proprietor or management committee of the school or other setting. The legal duty is directly on them as a body, and not the head teacher of the school or principal of the college.*

Additionally, the local authority (LA) has an absolute duty to secure the provision in their EHCP. It is not enough for the LA to simply ‘try its best’ to provide it: the LA must make sure that it is provided.

## **8. STATEMENT ON IMPLEMENTATION**

Upon approval, this policy will be uploaded to the policy portal and communicated to staff via The Business Round-Up.

## **9. STATEMENT ON EQUALITY AND DIVERSITY**

NCG is committed to providing equality of opportunity. Further details of our aims and objectives are outlined in our [Equality Diversity Inclusion and Belonging Strategy](#).

This policy has been assessed to identify any potential for adverse or positive impact on specific groups of people protected by the Equality Act 2010 and does not discriminate either directly or indirectly. In applying this policy, we have considered eliminating unlawful discrimination, promoting equality of opportunity and promoting good relations between people from diverse groups.

## **10. STATEMENT ON FREEDOM OF SPEECH**

NCG is committed to upholding the principles of freedom of speech as enshrined in UK law. This policy is designed to ensure that all members of our college community, including students, staff, and visitors, can express their views and ideas freely and without fear of censorship or reprisal, provided that such expressions are within the law.

We affirm that this policy does not, in any way, diminish or undermine the rights of individuals under existing Freedom of Speech legislation.

## 11. STATEMENT ON CONSULTATION

This policy has been reviewed in consultation with the Policy Review Council and Executive Board.

VERSION CONTROL				
Version No.	Documentation Section/Page No.	Description of Change and Rationale	Author/Reviewer	Date Revised
1	New Policy	N/A	Assistant Principal, Newcastle College	Sept 2024



## **APPENDIX 1**

### **ROLES AND RESPONSIBILITIES**

**Senior Lead** – Each College will have a named senior member of staff and a member of the Senior Leadership Team/Principalship with lead responsibility for Special Educational Needs and Additional Learning support. They are responsible for ensuring learning support arrangements are appropriately put in place, report to Senior Leadership Team and Board and oversee funding claims.

**Governance** – The Corporation Board holds the overall responsibility for ensuring that the NCG colleges have policies, procedures and structures in place to support and promote the inclusion of all learners especially those with SEN or learning difficulties and/or disabilities. This means:

- The Governing Body should ensure that all staff interact appropriately and inclusively with learners who have a SEN or learning difficulty and/or disability and should ensure that they have appropriate expertise within their workforce to support them.
- Curriculum staff can develop their skills and are aware of effective practice and keep their knowledge up to date in relation to SEN and learning difficulties and /or disabilities.
- Ensuring that NCG has procedures and policies which are consistent with legal guidelines and local needs.
- Having an awareness of how much SEND/ALS is carried out at the College, to ensure that the College's statutory responsibilities are adequately resourced.

#### **Appointed Lead /Supported Learning Manager**

- The Learning Support Manager has responsibility for the overall management of high-quality learning support and deployment of the Learning Support team in line with legislative responsibilities, processes and procedures detailed within this policy. This role will also oversee the strategic and operational processes and deployment of resources related to the provision of support for learners with special educational needs or learning difficulties, learners with disabilities, learners with an Education, Health and Care Plan (EHCP) and additional learning support needs. Working with Senior Leaders, the Learning Support Manager will advocate, promote and support others to implement a whole college approach to inclusion to ensure support for learners is maximised, staff are supported and learners are not disadvantaged.
- Has responsibility to develop effective partnerships with key statutory services including local education authorities, health, and social care services to respond to the EHCP consultations from local authorities creating bespoke support planning for identified learners and provide High Needs Reviews for relevant local authorities.

- Work with curriculum leads and the Senior Leadership Team (SLT) or Principalship to ensure that the college meets its responsibilities under statutory requirements, accountability and compliance with funding regulations.
- Ensure the college allocates resources efficiently and effectively in response to current priorities and the requirements of those learners with an education, health and care plan and those with additional learning support needs.
- Collaborate with the Local Authority positively to make its best endeavours to ensure learners with an EHCP receive the support required for learning and in preparation for adulthood.
- Ensure learners with additional learning support needs who do not have an education, health and care plan are identified, assessed and appropriate support is provided to meet their needs. The Learning Support Manager will implement and oversee a robust assessment of need, implement support and ensure associated costs are recovered via an accurate and evidence backed funding claim. Where this support is identified and required as part of sub-contracted provision, the Learning Support Manager must ensure processes are in place to ensure correct evidence is in place and correctly recorded on College systems to support cost claims.

**Supported Learning Coordinator/Learning Support team/officers including high needs roles.**

- Oversee the day-to-day operation of Learning Support and coordinate provision for learners with and without an education, health and care plan (EHCP) and learners with additional learning support needs (ALS).
- Attend Education, Health and Care Plan (EHCP) Review meetings in schools for prospective learners for early identification and to plan a smooth transition from school to college (cooperation and coproduction).
- Conduct and chair the person centred Annual EHCP Review meetings for current learners with an EHCP in place following statutory guidance to review progress, teaching and learning, and additional support in place.
- Advise staff and curriculum teams on a graduated approach to providing additional support and appropriate strategies in making reasonable adjustments and modifications to teaching and learning.
- Liaise with the Safeguarding, Pastoral and Welfare Team to best support learners.
- Promote fair distribution across college of additional learning support resources.
- Utilise the resources available for additional support to meet learner's needs effectively and appropriately.

- Alert the Learning Support Manager of the need for specific training and development needs of staff.
- To be a key point of contact for external agencies, particularly services in relation to support for learners with an Education, Health and Care plan in place.
- Liaise with parent/carers, schools and agencies including education, health, and social care professionals to promote successful transition of learners both in and out of college.
- Ensure a smooth transition for learners progressing to Higher Education studies and employment.
- Provide staff training and development.
- Work closely with curriculum teams to group and timetable learners to ensure learners have access to the required support on programme, support for learners is maximised and learners are not disadvantaged.
- Undertake robust assessment of need for adult learners (non EHCP) requiring additional learning support (ALS) to identify support interventions required to enable successful access and support in learning.
- Ensure accurate record keeping which demonstrates support provided and evidence progress of learners in receipt of additional learning support.

#### **Learning Support Administrator**

- Works closely with the Learning Support Manager in terms of EHCP administrative and legislative processes and Exams Access Arrangements.
- Supports the administration processes and procedures for the recording of learners with learning difficulties and/or disabilities, with an EHCP and High Needs support using college systems.
- Provides administration for the EHCP Review processes and ensuring Local Authority documentation is submitted in line with legislative timescales and provided to relevant external agencies.
- Coordinates the administrative processes and procedures for Exams Access Arrangements, ensuring learner information relating to requests and learner files have the necessary auditable evidence to meet the JCQ Regulations.
- Learning Support Staff have the responsibility to:
- Work effectively with identified learners to fully understand support needs and requirements, implement strategies, set and review SMART targets to support learners to work towards outcomes sought.
- Ensure effective implementation of in class support for learning with identified learners, with/without an EHCP and High Needs, and to develop skills for independence and preparing for adulthood.

- Work effectively with teachers in the classroom to ensure learner needs are being met and progress is being made e.g., use of effective questioning techniques to assess understanding, promote independent learning.
- Provide timely feedback to teachers in the classroom, alert teachers and personal tutors and key staff in Learning Support of any concerns or issues e.g., attendance issues impacting on progress and achievement.
- Record the required information for individual learners to support their teaching and learning, including strategies and SMART targets, including annual review support, using college systems e.g., etrackr.
- Create and develop learning resources and visual supports alongside teachers to meet individual learner needs.
- Support and promote positive engagement in the classroom under the direction of the teacher, consistently set high expectations of learners and encourage independence.
- Attend and complete all relevant training for continuous professional development in line with learner needs.
- Record support delivery as it occurs, clearly articulating the impact and benefits to the learner.

**Curriculum Vice/Assistant Principals, Heads of Department and Curriculum Managers**

have the responsibility to:

- Have accountability and responsibility of high Quality First Teaching and a graduated approach for learners with Special Educational Needs (SEN with or without an educational, health and care plan), with Additional Learning Support (ALS) needs.
- Work with the Learning Support Team in removing barriers to learning, making the required adjustments and modifications for learners with an EHCP and those receiving additional learning support (ALS).
- Ensure tutors and curriculum staff have read and understood the EHCP for learners with an EHCP in place, tutors are using identified required provision (Section F of the EHCP) strategies to meet support needs and requirements, and that targets and outcomes sought are being worked towards (Section E of the EHCP).
- Ensure the relevant curriculum staff take responsibly and contribute to the required (legislated) review of teaching and support in place for learners with an EHCP in place as well as those with high needs.

- Wherever possible, provide advance notice of timetable changes that allows for support staff to be deployed efficiently and effectively to meet learner needs, and learners can be prepared for any changes to their timetable and their routine.
- Work with Learning Support to group learners so that required additional support can be deployed efficiently and effectively, to maximise access to support and ensure learners are not disadvantaged.
- Measure and monitor the retention, achievement and progression of learners with special educational needs with or without an EHCP, through the self-assessment process.
- Ensure that programme entry requirements are applied consistently to all learners and that reasonable adjustments are considered where appropriate.
- Learners with an EHCP are not withdrawn from their course or college without consulting with the Learning Support team to meet individual learner needs and legislative requirements, appropriate support and provision identified is in place.
- Contact with parents/guardians of learners as appropriate to provide updates for progression, discuss any concerns or issues.
- Make employers aware of any learning support requirements in agreement with the learner, and parent/guardian if appropriate.
- In the management and application of the Learner Positive Behaviour policy, ensure reasonable adjustments are made in respect of learners whose special educational needs might include additional behavioural support requirements.

**Teaching & Learning staff** are responsible and accountable for the progress and development of all learners they teach, including learners who have identified additional learning needs, with/without an EHCP and have access to additional support in the classroom.

To meet the requirements of legislation, teachers are required to deliver high quality inclusive, adapted teaching. When working with learners with special educational needs, teaching staff have the responsibility to:

- Provide high quality teaching and a graduated approach to inclusive teaching and learning for all learners by way of tutor-led assessments.
- Make the required reasonable adjustments and modifications to learning and resources for learners with special educational needs (with/without an EHCP).
- Enable learners to have access to appropriate technology and digital accessibility to maximise use of all different ways of learning and promote independent learning.
- Read and have a full understanding of an EHCP to ensure the required support strategies, adjustments and modifications are being implemented (Section F of the EHCP) and planned for and that EHCP outcomes are being worked towards (Section E of the EHCP).

- Work effectively by planning for any in-class support resource (e.g. Learning Support Assistant or Communication Support Worker) to meet individual learner needs, direct support staff, ensuring they are made fully aware of the Scheme of Work/Topic Outline, lesson planning, learning materials and resources to be used.
- Provide direction to the learning support practitioner in the classroom, providing guidance to prevent over-enabling and the promotion of independent learning.
- Read information provided on etrackr, including uploaded documents (e.g., EHCP, Exams Access Arrangements) to inform teaching, assessments, planning and delivery.
- Undertake training internally and externally to develop skills and knowledge of teaching learners with special educational needs e.g., high quality teaching and learning, graduated approach or specialist training for example autism awareness.
- Plan to support independent learning by way of accessible teaching and learning materials, e.g. visual supports, technology and digital accessibility.
- Provide relevant information to support the required (legislated) EHCP review process, working with the Learning Support Manager to provide information for identified learners in terms of attendance, progress and achievement.
- Where appropriate complete the required Tutor Evidence Form (Normal Way of Working) for Exam Access Arrangements (EAAs) assessments and applications.
- Provide both learner and support staff with advance notice of timetable changes to be able to prepare learners for change and ensure resources remain efficient in meeting learner needs.
- Contact Supported Learning Team if there is a concern for a learner in terms of learning and progress being made. Tutors will be asked to complete a referral form to provide Learning Support with the required detailed information to support this process.