



1 Introduction

The College recognises the significant contributions that ambitious students with learning needs/differences or disabilities can make to society and college life. The college has a dedicated team of staff to support students with learning needs/differences directly and indirectly through their work with staff teaching and supporting these students.

Our SENCO (Special Educational Needs Coordinator) is Lowri Saenger and she is responsible for coordinating provision for students with special educational needs and disabilities (SEND). Her role includes providing training and guidance to teachers and staff on inclusive practice and leading on liaison between the college, parents and carers, external agencies, and other professionals involved in supporting students with SEND. She is assisted by a team of Inclusion Coordinators who collaborate with teachers and pastoral staff to facilitate the provision of specialised resources, assistive technology and external support as well as identifying barriers to learning and implementing strategies.

The SENCO is supported by the Senior Leadership Team (SLT) regarding policy development, ensuring it aligns with legal requirements and the College's overall educational goals. The team monitors and evaluates the effectiveness of the policy and makes adjustments, where appropriate, in terms of budgetary requirements, staffing and facilities allocation.

Teachers utilise a variety of teaching and learning strategies and materials to meet the needs of all students and conduct regular assessments to identify and signpost students who may require learning support. They work closely with Lead and Personal Tutors who provide emotional and pastoral support, address attendance and behaviour concerns, and communicate with parents and carers to ensure a holistic approach to support.

2 Policy statement

The College is committed to:

1. creating an inclusive and welcoming atmosphere that encourages applicants and existing students to disclose learning needs/differences or disabilities
2. making all reasonable adjustments in order to recruit students who disclose needs and who meet the college entry requirements, provided the College has or can obtain the resources and infrastructure needed to support each individual student
3. providing staffing, systems, training and support to help ensure students are effectively supported throughout their time at college

3 Guidelines

- 3.1** All staff will be made aware of their responsibility to pass on information to the Special Educational Needs Co-ordinator (SENCo) if an applicant or student declares a learning need/difference or disability and verbal consent has been given. Unless there is a safeguarding concern, applicants and students have the right to specify which members of staff will have access to any information disclosed. Staff

will encourage students to agree for information provided to be shared with appropriate staff in order to allow the college to respond and improve the level and type of support offered. Confidentiality cannot be guaranteed if there might be an associated safeguarding or significant health and safety concern.

- 3.2** All staff communicating with applicants as part of the admissions process will be trained to promote the college as a supportive and inclusive provider of high quality education and encourage student disclosure.
- 3.3** Where appropriate, all college literature, student recruitment events, and events providing feedback to students or their families will contain clear and positive statements regarding the benefits of disclosure, support that can be offered, and clear points of contact for additional information or support.
- 3.4** Once a disability or learning need/difference has been disclosed, a member of the Learning Support department, such as the SENCo or Inclusion Coordinator, will liaise closely with the student, partner school, the local authority and other agencies as appropriate to ensure that:
1. all reasonable adjustments are made
 2. the applicant has the benefit from equality of opportunity when being considered for a place at the College
 3. appropriate funding is available to provide the required support
 4. budgets are updated in line with funding body requirements
- 3.5** At the earliest opportunity, and preferably before the 'College Orientation Days', the Learning Support Team will contact the first-named contact of all students who, based on their disclosure, will require learning support. From this point onward, the SENCo will lead Inclusion Coordinators in liaising with all staff in regular contact with such students, including the college CIS Manager, and staff organising exam entries and college trips, to ensure all receive appropriate information, advice and training in a timely and effective manner, and their advice is acted upon where appropriate. Any students with mobility difficulties will be contacted by the college Medical Welfare Officer to complete a Personal Emergency Evacuation Plan (PEEP).
- 3.6** With the students' permission, the College will pass specific information to external organisations including exam boards, universities and work experience placements.
- 3.7** In line with the Equality Act (2010), the SENCo will coordinate the provision of reasonable adjustments, as appropriate, for students identified as having learning needs/differences. For further details of access arrangements for examinations and assessments, please refer to the College policy '*Examinations planning and management*'.
- 3.8** All students joining the College who have disclosed a need for learning support will benefit from periodic reviews, led by either the SENCo, Inclusion Coordinator/Academic Support Assistant, Lead Tutor, or Personal Tutor, dependent upon the type of support needed.
- 3.9** Students who develop a disability, a potentially disabling serious illness, or the need for learning or personal support whilst at college will be encouraged to disclose this information at the earliest possible opportunity. Once the college is aware of a need for learning support, the SENCo will arrange appropriate assessments, a learning mentor will be designated to provide individual support and termly reviews will take place.
- 3.10** For students identified as 'high needs' (i.e. those students with an Education Health and Care Plan (EHCP) and who qualify for Element 2 funding), the SENCo will submit a costed student action plan to the Principal for approval. Where possible, this should take place during the summer term BEFORE the student commences their studies.

4 Equality Impact

The College's equality, diversity and inclusion policy has been taken into account when considering this policy.

Date of review	Date agreed	JCC	Governors	Review date	Comments
June 2023	October 2023	N/A	N/A	June 2024	