LEARNING SUPPORT AND SEND POLICY

1) Aim of the Policy

Woking College aims to ensure equality of opportunity and a wide and varied curriculum for each student in order that they can become an effective learner, who is able to achieve their maximum potential.

This document sets out how this will be achieved and is informed by the following legislation and statutory framework: The SEND Code of Practice: 0-25 years (2015), The Children and Families Act (2014) Part 3) and the Equality Act 2010 (legislation.gov.uk) The College seeks to identify learners with specific educational needs and / or disabilities (SEND) as early as possible in order to provide appropriate support.

2) Policy Statements

This Policy applies to anyone working on behalf of Woking College including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students.

The Learning Support Department aims to provide the most appropriate individual support for each student so that they can access and benefit from the educational provision at Woking College.

All students are able to access additional learning support according to need, regardless of diagnosis or assessment. As part of the wider College induction processes, all students are screened for literacy needs and are contacted to offer support and all students can access 1-2-1 or group support in the Learning Support hub in B09 at any point during their studies.

Learning Support is not viewed as a single teaching approach, rather a whole College approach. Staff throughout the College are aware of the individual needs of those learners with specific learning issues. The College understands that effective Learning Support is underpinned by good information, understanding and positive support from all teaching staff.

The College recognises its statutory duties in relation to the SEND Code of Practice for all students between the ages of 16-25 and the Children and Families Act 2014. As such…

- The College will co-operate with the Local Authority to identify and meet the needs of young people with SEN.

- The College will use its best endeavours to secure the special educational provision that the young person needs.
- The College has a duty to admit students if the institution is named in an EHC plan following consultation with the College and provided that the young person's 'age, ability, aptitude or SEN" does not make it "incompatible with the efficient use of resources of the efficient education of others."
- The College will publish its 'local offer' on the College Website.
- The College is required to meet its statutory duties as outlined in the Equality Act 2010 to make reasonable adjustments so that disabled students are not placed at a substantial disadvantage, compared with persons who are not disabled.
- The DFE defines making reasonable adjustments as "reasonable steps to try and avoid students being disadvantaged by something the school/College does". The College is expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.
- The College aims to anticipate the likely needs of disabled learners.
- Students have the right to confidentiality, so written agreement is required before passing on any information regarding SEND or Learning Support.

3) Policy Aims

- To ensure that learners with special educational needs and disabilities are promptly identified and that their specific learning needs are met.
- To ensure that learners with special educational needs and disabilities have access to all activities at College.
- To ensure that all learners are supported to make the best possible progress and achieve the best possible outcomes.
- Where appropriate, to ensure parents/ carers are informed of their child's special educational needs and to establish effective communication between parents/ carers and the College.
- To ensure that learners are given opportunities to express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies where appropriate, in order to facilitate our support provision.

4) Roles and Responsibilities

Trustees

Are responsible for:

- ensuring that the college has appropriate policies in place and that these are updated regularly.
- ensuring that SEND arrangements are fully embedded within the College's ethos and reflected in college practice.
- ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in the SEND Code of Practice.

Senior Leaders

Are responsible for:

- Ensuring that Learning Support and SEND policy adopted by the Board of Trustees is fully implemented and followed by all staff.
- Ensuring that sufficient resources are allocated for training within the Learning Support Department.
- Quality assuring and reviewing all SEND provision as part of the College's Quality Cycle.
- Supporting the Head of Learning Support in implementing the SEND policy across the College.

Head of Learning Support

The Head of Department has line management responsibility for the staff in the department and holds overall responsibility for implementing the SEND policy. This includes:

- Identifying students' special educational needs.
- Coordinating the special educational provision for students which meets those needs.
- Monitoring the effectiveness of any special educational provision.
- Securing relevant services for students where necessary.
- Ensuring that records of each student's special educational needs, and the special educational provision made to meet those needs, are maintained and up-to-date.
- Liaising with and providing information to parents/ carers, where appropriate.
- Ensuring that, where students transfer from and to another educational institution, the student is supported and information is shared, where appropriate.
- Promoting the inclusion of students in the College community with full access to the College's curriculum, facilities and additional activities.
- Managing staff within the Learning Support department
- Informing and advising teachers at the College about differentiated teaching methods appropriate for students with different learning support needs or disabilities.
- Organising and/or contributing to in-service training for teachers to assist them to carry out the tasks referred to above.

Learning Support Assistants

- Being fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND.
- Using the College procedures for giving feedback to teachers about students' responses to tasks and strategies used to provide effective in class and 1:1 support.

Subject teachers and personal tutors

- Including students with SEND in classroom activities and providing an appropriately differentiated curriculum where necessary to meet individual needs.
- Seeking advice from the Learning Support department on any teaching, learning or assessment strategies to support this inclusion.
- Familiarising themselves with this policy and procedures for the identification, monitoring and supporting students with SEND.
- Giving feedback to parents/carers of students with SEND with appropriate awareness and understanding of their additional learning support needs.
- Liaising with Learning Support Assistants in the classroom to ensure effective in-class support for individual students.
- Providing regular feedback on student progress, as required by the College reporting and individual planning systems; doing so in a timely and high quality way.

5) Learning Support at Woking College

The Learning Support concept promoted at Woking College is one of a "scaffolding nature". This enables students to perform to their full potential. The Learning Support Drop-in Centre, where one-to-one and small group timetabled lessons take place, is situated in B09 on the ground floor of the B building and is available for students to use throughout the week. Some 'in class support' is given along with many other strategies found to be helpful for sixth form students. Departmental staff are available to help and advise and all students are encouraged to use the resource during their time at Woking College.

Learning Support includes:
- small group work
- individual tuition
- study skills
- essay writing
- ESOL support
- dyslexia support such as colour overlays
- time management & organisational support

Additional Support is given in the form of:
- 1:1 support
- small group support
- in class support (teacher)
- in class support (LSA)

Further Additional Support may be offered for:
- Basic skills (communication and numeracy)
- ESOL
- Study Skills – time management, essay writing, revision skills, exam technique, etc.

Examination Access Arrangements

The department, together with the College Examinations Officer, works to ensure that students can access any required exam access arrangements including extra time, the use of a reader or scribe and word processing requirements. Refer to JCQ documentation: "Access Arrangements & Special Considerations" / www.jcq.org.uk

All exam access arrangements have to be applied for in plenty of time and need to be approved by the Awarding Bodies. The College has internal qualified assessors who assess students throughout the year to determine what access arrangements are required by individual students.

Information regarding how to apply for exam access arrangements is shared with students and with parents/carers during application and enrolment and referrals for assessment can also be made within year by students, staff or parents/carers.

Accessing Additional Learning Support

There are a number of ways a student can be referred or can self- refer themselves to the Learning Support Department. Students may be identified pre-enrolment, at interview, during induction or at any stage of their course. The approach is flexible and allows individual requirements to be matched. Alongside early subject-based screening, students, parents/carers, or staff have a number of opportunities to share information about learning needs and to access support, including:

- Declaring a learning need on the College application form;
- During the year 11 pre-enrolment interview (parent/carer or student);
- At enrolment;
- Previous school referral;
- Staff referral;
- Student self- referral.

Nature of support/ task
- additional tutorial help
- photocopying e.g. enlargements
- telephone calls
- contact with parent or support worker
- personal care
- mentoring
- 1-2-1 lesson support

Support Facilities and Assistive Technology
- laptops
- voice recognition software
- reading pens

Further Information and Guidance for Staff

- Student Records in Student Registry office
- Learning Support Room where students and staff can 'drop in' (B09 ground floor in B building.
- Ask or contact Department staff:
- Chris Draper – Head of Learning Support (cdr@woking.ac.uk)
- Jo Nicholls– Assistant Head of Learning Support (jni@woking.ac.uk)
- Ruth Dunford – Access Arrangements Assessor (rdu@woking.ac.uk)
- Laura Allum – Access Arrangements Administrator (lal@woking.ac.uk)
- Helena Clarke – Assistant Principal Support for Learning and Wellbeing (hcl@woking.ac.uk)
- Any Learning Support Assistant
- Speaking to the students Personal Tutor or Subject Teacher

Were changes made to the Policy when received? If YES complete the Partial Equality Analysis table.

Questions for all Policies Is it likely that the Policy Revision could have a negative impact:-	Please Tick Box	
	YES	NO
1. On minority ethnic groups?		X
2. Due to gender?		X
3. Due to disability?		X
4. Due to sexual orientation?		X
5. Due to their religious beliefs (or none)?		X
6. On people due to them being transgender or transsexual?		X
Additional questions for Policies relating to Staff Is it likely that the Policy Revision could have a negative impact:-		
7. On people due to their age?		X
8. On people due to their marital or civil partnership status?		X
9. On people with dependants/caring responsibilities?		X

Date of Review   Jan 2025

Did you make changes?

x	

If YES please speak with The Assistant Principal as a full Equality Analysis may be required.