



LEARNING SUPPORT

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MISSION STATEMENT

Holy Cross, founded by the Daughters of the Cross, is a Catholic Sixth Form College and University Centre, which exists to provide a high quality education within a community based on Gospel values. The College provides the opportunity for each person spiritually, morally and intellectually and welcomes students and staff of all faiths

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1. Purpose

The purpose of the SEND Policy is aimed at improving outcomes and ensuring the adequate support is in place for this cohort of students across the College.

Holy Cross College and University Centre will:

- Ensure decisions regarding any support to be implemented are informed/agreed by the students (and parent/carers where appropriate)
- Have high ambitions and set stretching targets for them.
- Track their progress towards targets and outcomes set.
- Keep under review the additional support provision that is provided for them.
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best practice and are having the required impact on progress.

The Holy Cross College SEND Policy aims to:

- Set out how the College will support and make provision for students with special educational needs and disabilities.
- Explain the roles and responsibilities of everyone in providing for students with SEND.

Holy Cross College is committed to supporting all SEND learners to achieve the best outcomes on their chosen programme of study and endeavours to meet the needs of all students through the provision of individual support through discussion with students and parents/carers.

The vision for young people up to the age of 25 with special educational needs and disabilities is the same for all learners in that they will achieve well and make good transition to adulthood; leading contented and fulfilled lives whilst being able to make positive contributions to their wider community.

Holy Cross College as an inclusive post 16 Education Provider will:

- Provide support and/or reasonable adjustments to enable access to the learning environment.
- Provide support and advice to all staff and teachers working with SEND young people: every teacher is a teacher of SEND. Teaching and supporting students with SEND is the responsibility of the whole college and requires a collaborative and inclusive approach.
- Provide education and training that is inclusive, accessible and relevant to our local community.
- Ensure that parents/carers have a clear understanding of how the college supports young people with SEND, and their involvement with this.
- Support learners to overcome barriers to learning and to become as independent as possible.
- Involve the SEND young person in all aspects of decision making surrounding the provision and support implemented – including reviewing effectiveness and adaptations to support as required.
- Offer provision that promotes social and ethical values.
- Develop partnerships that support sustainable relationships within our community.
- Engage with our community to evaluate our provision and services.

2. Legislation, Guidance & Statutory Duties

This Policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#) and the following legislation:

Part 3 of the Children and Families Act 2014 [Children and Families Act 2014 \(legislation.gov.uk\)](#) which sets out providers' responsibilities for students with SEN and disabilities. (Appendix B)

The Special Educational Needs and Disability Regulations, ([The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](#)) identifies providers' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

The framework for the SEND Policy is also provided by 'The Children and Families Act 2014' - Section 41, which sets out statutory duties for colleges in relation to implementation of the SEND framework. These duties are:

- The duty to have regard to the 0-25 SEND Code of Practice.
- The duty to co-operate with the local authority on arrangements for young people with SEN (as described under 'Working Together across education, health and care for joint outcomes and 'The Local Offer').
- The duty to admit a young person if named in an Educational Health and Care Plan (EHCP)
- Duty to use our best endeavours to secure the educational provision that the young person needs. Colleges must fulfil this duty for students with SEN whether the students have an EHC Plan or not.

The Equality Act (2010) ([Equality Act 2010 \(legislation.gov.uk\)](#)) also sets out our legal obligations towards disabled young people stating that we:

- Must not directly or indirectly discriminate against or harass or victimise disabled young people.
- Must not discriminate for a reason arising in consequence of a young person's disability.
- Must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent that disadvantage.
- A young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she will be taught is different from the language spoken at home.

3. Definitions

The SEND Code of Practice defines a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision* to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(* Special educational provision is educational or training provision that is additional to, or different from, that made generally for other students of the same age in mainstream providers).

Many students who have SEN may have a disability under the Equality Act 2010. This is defined under the Act as:

- a physical disability or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities. (Long term is defined as a year or more and substantial is defined as more than minor or trivial).

This definition includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled individuals and those with SEN. Where a disabled student requires special educational provision, they will also be covered by the SEN definition.

4. ROLES AND RESPONSIBILITIES

The Governing Body:

- Work with the Senior Leadership Team (SLT) to determine the strategic development of the SEND policy and provision.
- As outlined in the SEND Code will ensure that all staff interact appropriately and inclusively with students who have SEN or a disability and should ensure that appropriate expertise is provided within the workforce.
- Ensuring curriculum employees are able to develop their skills, are aware of effective practice and keep their knowledge up to date.
- Ensuring there is a named person with oversight of SEND provision to ensure co-ordination of support.
- Through the appointment of a designated Governor, will ensure that the college complies with relevant legislation under the banner of SEN and the national SEN Code of Practice
- The designated governor will meet at least annually with the Learning Support Manager to ensure adequate reporting back to the Board of the Corporation. Bi-annual SEND updates/reports will be sent through to the Governing Body.
- Provide support and direction as a Governing Body for any tribunal or appeal hearings as required.

Senior Leadership Team:

- Work with the Learning Support Manager and the SEN/Pastoral Governor to determine the strategic development of the SEND Policy and provision.
- Have overall responsibility for the provision and progress of students with SEN and / or a disability.

The Learning Support Manager (Effectively the SENCO):

- Work with the Senior Leadership Team (Assistant Principal Students) and SEND Governor to determine the strategic development of the SEND policy and provision.
- Have day to day responsibility for the operation of the SEND Policy and the coordination of specific provision made to support individual students with SEN, including those who have EHC plans.
- Coordinate the activity of all members of the Learning Support Team in carrying out learningsupport activities in line with the requirements of the SEND Policy
- Provide professional guidance to colleagues, and work with employees, parents/carers and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the colleges SEND budget and other resources to meet students' needs effectively.
- To liaise with the Exams Manager to ensure that all special exam considerations are in place for SEND students in a timely manner.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with feeder schools and other providers of education to ensure smooth transition arrangements are in place.
- Work with the Leadership Team and Governing Body to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensure the college keeps the records of all students with SEN up to date.
- Working with the college teaching staff to ensure learning support needs are considered in the classroom to promote and ensure access to the curriculum delivery.
- Responsible for deploying support delivered by colleagues both in and out of class in group or 1:1 sessions.
- Responsible for maintaining accurate records of support delivered.
- Communicating to curriculum teams and ensuring relevant information is made available.
- Review of support and holding review meetings.
- Managing the EHCP Review process and reporting to Local Authorities as required.

Colleagues Delivering Support for Students:

- Carrying out initial assessments of needs.
- Delivering high quality and personalised support for students.
- Setting support SMART targets which relate directly to supporting learners towards being as independent as possible.

Curriculum Managers:

- Ensuring that students with SEND are offered a study programme in line with their qualifications on entry and future aspirations.
- Ensuring the progress and development of every student in their department.
- Ensuring that they and their teachers work closely with support teams to plan and assess the impact of support and interventions, and how they can be linked to curriculum delivery.
- Working closely with the Learning Support Team and the Pastoral Support Teams to review each student's progress and development and decide on any changes to provision.
- Ensuring that they and their teachers follow the SEND Policy.

Teaching Colleagues:

- Have due regard to the additional needs of students in their classes and tutor groups.
- Apply differentiated teaching methods and classroom strategies to provide an inclusive learning environment.
- Apply reasonable adjustments as recommended by the Learning Support Team or as detailed in EHC Plans/Specialist Reports.
- Work with the Learning Support Team to deliver co-ordinated support and teaching.

5. Assessment of Student Needs

- Holy Cross College works in partnership with local schools and other providers, to ensure transition planning is in place to capture students' needs, share information and ensure successful transition into college life.
- Holy Cross College provides all applicants with the opportunity before or at enrolment and at subsequent points during their time at college, to declare whether they have a learning need, a disability or a medical condition which will affect their learning.
- Holy Cross College will carry out an initial assessment of need at the earliest opportunity after a student has made a disclosure. This could be at pre-entry stage, at entry or during their time at college.
- Holy Cross College will carry out risk assessments for students deemed as posing a high risk to themselves or others as part of the initial assessment process. Placements will be agreed by the SLT and Safeguarding Teams as appropriate.
- Holy Cross College will respond in a timely manner to LA EHCP consultations based on information provided and gathered.
- Support will be evidence based in line with effective practice in the sector and elsewhere and personalised for the individual.
- Information within an existing Education Health and Care Plan (if in place) will be provided by the relevant local authority, along with the most recent review information to paint a picture of student need.

6. SEND Local Offer

Holy Cross College will use its best endeavours to put appropriate support in place to meet students' educational needs. The support will be centred around individual needs and aspirations, and to promote as much independence as possible. Full details are provided in the colleges Local Offer which is also available online.

Preparing for adulthood is key; supporting students achieve best outcomes in employment, independent living, health and community participation.

Holy Cross College also works with a number of several specialist agencies to provide support through a multi-agency approach – particularly for High Needs learners or those with an EHCP. E.g Speech and Language Therapy, Teachers of the Deaf/VI, Educational Psychologists, CAMHS, specialist careers services, family support, social workers, etc.

7. Reviewing Support – Evaluating Effectiveness

The effectiveness of the support and its impact on student progress will be reviewed regularly, taking into account their progress, any changes to the personal ambitions, support needs and/or aspirations, which may lead to changes in the type and level of support required.

The Department follows the usual quality cycle in the college with a SAR and associated QIP (quality improvement plan) which is generated each academic year. This reflects the annual success rates of the SEND learners at college, progress towards targets set, student feedback and parent feedback.

Any students receiving group or 1:1 support will have their support and SMART targets reviewed regularly (at least once a term) in conjunction with the student and curriculum colleagues. Students receiving inclass support will have the effectiveness of their support reviewed through the usual college lesson observation cycle.

If a student has an EHC Plan, the College will work with the local authority to review the plan in accordance with the statutory framework and the college's legal obligations to the student and the process.

Impacts of the support provision at college will be measured by comparing those identified as SEND that do not engage in support compared to those that do engage and also by making comparisons to non-SEND students at college e.g. overall success rates.

8. Dealing with Complaints

In the first instance wherever possible, the Learning Support Team will endeavour to resolve issues at a local level. Students can also speak to the Assistant Principal Students and/or Deputy Principal. However, should a matter not be resolved at this stage, then students should make formal complaint using the College Complaints Procedure.

9. Monitoring Arrangements

This Policy will be monitored by evaluation gained through responses to students/ staff surveys and evaluations as part of the College Self-Assessment System.

The Learning Support Manager will be responsible for ensuring this policy is monitored and amended on an annual basis. It will then be approved by the Board of the Corporation.

10. GDPR – Data Protection

To enable Holy Cross College to comply with its statutory obligations under GDPR it is necessary for us to collect, store and process sensitive personal data. The College is committed to full compliance with the applicable data protection legislation. This Policy should therefore be read in conjunction with the College Data Protection Policy. This policy provides more detailed guidance on the correct handling of personal data including sensitive personal data. In the collection, storage and processing of personal data for equality and diversity monitoring purposes we will comply with the following principles:

- We will process personal data lawfully, fairly and in a transparent manner.
- We will collect personal data for specified, explicit and legitimate purposes only, and will not process it in a way that is incompatible with those legitimate purposes.
- We will keep accurate and up to date personal data and take reasonable steps to delete or correct inaccurate personal data without delay.
- We will keep personal data in a form which permits identification of data subjects for no longer than is necessary.

We will take appropriate technical and organisational measures to ensure the security of personal data and protect against unauthorised or unlawful processing and against accidental loss, destruction or damage.

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