

Special Educational Needs and Disabilities (SEND) Policy

Purpose

The Inspire Education Group (IEG) is committed to using its best endeavours to secure the special educational provision of all students with SEND. Students should follow a coherent study programme that provides stretch and progression and enables them to achieve the best possible outcomes in adult life.

Students with an Education Health and Care Plan (EHCP) up to the age of 25, have the right to request one of the colleges within the Group is named in their EHCP.

The Group will be ambitious for students with SEND, whatever their needs and level of study. Support will be focused on promoting autonomy, independence and encouraging students' successful progression to reach positive, meaningful destinations in adult life.

Scope

All Further Education and Higher Education students with an identified SEND or requiring SEN or Additional Learning Support (ALS).

The Policy Statement

The Group has a broad scope of support services that work together to ensure students with SEND have access to the full college experience where possible and ensures the Group complies with its statutory duties as set out in the SEND Code of Practice (2015). These include:

- Ensuring any students with additional needs or SEND will not meet barriers to learning
- Ensuring the right support is provided and 'best endeavours' are maintained with regards to securing a suitable provision
- Supporting an inclusive approach to learning and teaching which is embedded in all subject areas, at all levels, and supports the teaching of all students, including those with SEND
- Ensuring all applicants have an opportunity before or at entry and subsequent points, to declare whether they have a learning need, a disability or a medical condition that will affect their learning
- Ensuring any screenings and assessments are differentiated and proportionate to the likely level of SEND including exam access arrangements (EAA)
- Implementing reasonable adjustments made through high-quality personalised teaching, physical adaptations to the learning environment, technology and study programme resources

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- Facilitating access to enrichment and engagement activities including work experience/placement, progression and career opportunities

Responsibilities

The Group will work in partnership with a variety of agencies to ensure that study programmes enable students with SEND to prepare well for adult life so they can achieve the best possible outcomes such as higher education, employment, independent living and participating in society.

This involves raising the aspirations of students themselves, their families and staff, understanding and sharing what works well and developing tailored study programmes around the individual. This is underpinned by a person centred approach, ensuring the student is fully involved in decisions relating to their support and provision. It is likely to involve partnership with others such as other colleges or schools, the voluntary sector, the local authority and employers.

Students will have access to staff who are suitably trained and /or suitably qualified. All staff will have access to general or specific training to meet the needs of the students with SEND. Specialist training will be provided to staff where necessary to support the needs of a particular student.

Related Documentation

- SAF001 - IEG Safeguarding for All Policy
- IEG Behaviour Policy
- Equality Act (2010)
- Children and Families Act (2014)
- Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015)
- The Special Educational Needs and Disabilities Regulations (2014)
- Funding rules and arrangements for the academic year
- UCP-REC001 Higher Education Recruitment and Admissions Policy
- UCP-FIT001 Higher Education Fitness to Practise Policy
- UCP-DIS001 Higher Education Student Disciplinary Policy and Code of Conduct
- HE Student Charter
- Terms and Conditions of Admissions and Enrolment

An Equal Opportunities Impact Assessment was carried out by the Policy Approval Group on 11 November 2021.

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Special Educational Needs and Disabilities (SEND) Policy Appendix 1 – Definitions and Procedures

Definitions

An individual is considered as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. An individual has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The SEND Code of Practice (2015) does not assume that there are hard and fast categories of special educational need, but recognises those young people's needs and requirements fall into four broad areas:

- Communication and Interaction - this includes young people with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD)
- Cognition and Learning - this includes young people who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia
- Social, Mental and Emotional Health - this includes young people who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other young people may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder
- Sensory and/or Physical - this includes young people with sensory impairment, visual impairment, hearing impairment or multisensory impairments and physical difficulties which may require ongoing support and specialist equipment

Additional Learning Support (ALS) is defined as any activity beyond a College programme's prescribed content that contributes to individual students' attendance, retention, learning and achievement.

Procedures

Identification

All applicants are offered the opportunity to declare a learning need, disability or medical condition that will affect their learning. This can be at pre-entry stage,

enrolment or whilst on study programme. The ALS and SEND teams will work collaboratively with feeder schools and previous establishments to ensure a successful transition into college life. This includes taster sessions, structured transition programmes and keeping in touch days.

Assessing Support

Where a student is identified as having SEND and needing SEND support, the Group will bring together all the relevant information from the previous provision, the student, those working with the student and from any screening test or assessment the Group has carried out. The level of assessment is differentiated based on the level of the students SEND. This information will be discussed with the student and parent, advocate or another supporter where appropriate. Where identified a more specialist assessment may be required.

Planning Support

Where the Group decides a student requires support, the Group will discuss with the student their ambitions, the nature of the support to be put in place, the expected impact on progress and a date for reviewing the support. Plans will be developed with the student including risk assessments and any specialist care plans. The support and intervention provided will be selected to meet the student's aspirations and will be based on reliable evidence.

Review of Support

The effectiveness of the support and its impact on student progress will be reviewed regularly, which may lead to changes in the type and level of support. This review will consider the student's progress and any changes to the student's ambitions and aspirations. The Group and the student together will plan any changes in support. This cycle of action will be revisited, refining and revising decisions about support as further understanding of the student and what is most effective in helping them to secure good outcomes is gained. Support for all students with SEND will be kept under review, whether or not a student has an EHCP.

Where a student has an EHCP, the Group will cooperate with the Local Authority to review the plan as a minimum every twelve months and more frequently if required.

Record Keeping

The student's profile and record of support will be kept up to date to inform discussions with the student about their progress and support. This will include:

- Evidence of the SEND support that has been provided over a student's time in college and its effectiveness
- Details of what additional or different provision is made to meet a student's SEND
- Interventions and the support of specialists and their progress towards specified outcomes

Supporting Students and Families

Where students are under 18, parents will be involved where there is a concern about a student's attendance, behaviour or welfare. Where students are over 18 the student is the main point of contact unless the student lacks the capacity to make decisions with that aspect of their life. Even where students over 18 have capacity but there is a SEND need then it is encouraged that parents continue to have a high level of involvement with the student agreement. The Group gathers student and parent feedback on the provision yearly via online surveys and forums.

Preparing for Adulthood

The Group sets a high priority on preparing students for adulthood including employability. Information is gathered during the term 3 reviews about the progression of the student/their destination. The Preparing for Adulthood's four key areas are used: Employment, Independent Living, Community Inclusion and Health. More information and additional resources are available at: <https://www.preparingforadulthood.org.uk/>

Special Educational Needs and Disabilities (SEND) Policy Appendix 2 – Guidance for staff providing Personal, Intimate and Health care for Students

Definitions

Personal care is hands-on physical support provided when a student needs assistance with washing their face, hands and legs below the knee; dressing and undressing; care of hair, teeth and nails; and feeding.

Intimate care is hands-on physical support provided during bathing, showering, and toileting, where contact is required to all areas of the body and the moving and handling of a student may be required. This includes cleaning of the anal and genital areas, changing incontinence pads and sanitary protection.

Clinical tasks are those which have historically been carried out by healthcare professionals but can legally be delegated to staff with appropriate training and support. This includes; medication administered rectally, blood sugar testing by skin prick, insulin administered by syringe or pump, changing catheter pouches and cleaning the area and the use of an EpiPen.

Principles

Staff will carry out personal, intimate and health care according to any relevant policies, procedures and training including Manual Handling, Control of Substances Hazardous to Health (COSHH) First Aid and Eating and Drinking. Safe Systems of Work (SSOW) and Risk Assessments will be in place for activities such as moving a wheelchair, operating a hoist, transferring and assisting with walking, supporting eating and drinking, personal and intimate care delivery, cleaning and sanitising of delivery areas.

Staff will dress appropriately for performing personal care tasks including wearing flat shoes. In addition, staff must maintain good personal hygiene and refrain from having painted, long nails. Personal Protective Equipment (PPE) must be worn at all times alongside following safe moving and manual handling principles.

Moving and Handling equipment and assistive equipment must be checked before any activity to ensure it is fit for personal care activities, that services are certificated and in date, all maintained to a satisfactory level.

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All students will have a comprehensive assessment of care and support needs before placement is agreed upon and the study programme commences. Following this a Person-Centred Care Plan and Risk Assessment will be established. Key staff will work in partnership with students/parents/guardians/carers to ensure the sharing of relevant information regarding the student's care, including issues relating to religious or cultural sensitivity. Students must be involved in the planning process, be able to make decisions and have the choice over their care.

Consent

There must be documented consent for personal, intimate and health care for each student, signed by the parent/care/guardian or student, depending on individual circumstances.

Staff must seek verbal or non-verbal consent from students before carrying out care tasks, and must remain aware of and responsive to the student's reactions when care tasks have begun. Where the student lacks the capacity to give consent, or is under 18, this will be in a 'best interest' decision.

Students with capacity have the right to refuse assistance with personal care. This refusal must be recorded in the personal care log and reported to the relevant line manager.

Students will be afforded maximum levels of privacy during care tasks. This will include doors and curtains being closed, and discreet monitoring.

Students will be supported to achieve the highest level of autonomy and encouraged to carry out their care whenever possible. This should not be carried out by staff merely to save time or to make the process more convenient for themselves.

Record keeping and monitoring

A record of Personal and Intimate Care Support must be kept and any rashes, blisters, sores, etc. discovered during care tasks, or any accidents that occur during this time must be logged and reported to a relevant line manager, parent/carer/guardian and health and safety.

The quality of care provided will be monitored through observations and student feedback.

Every student has the right to access information relating to their care.

Special Educational Needs and Disabilities (SEND) Policy Appendix 3 – Guidance on Service Standards and responsibilities for Supporting Students on Higher Education programmes

Definitions

The definitions relating to SEND are derived from the Children's and Families Act 2014 and Education Health and Care Plans cover individuals of compulsory education age or in further education up until the age of 25. For students on higher education study programmes, the Equality Act 2010 covers reasonable adjustments required for those with a learning difficulty and/or disability.

The Equality Act 2010 defines a disability as a physical or mental impairment that has a substantial and long term negative effect on completing day to day activities.

Student Finance England (SFE) offers, the Disabled Student Allowance (DSA) for students with a diagnosed disability, mental health problem or long term illness. Students need to apply for this with evidence of the diagnosis and if successful receive an assessment followed by a Needs Assessment Report (NAR). This provides guidance to institutions for reasonable adjustments and funding for third party suppliers to provide specialist support.

Principles

This policy appendix is based on the expectations contained within Chapter B2 of the UK Quality Code for Higher Education, published by the Quality Assurance Agency for Higher Education (QAA). It complies with awarding body and validating partner's admission procedures. <http://www.ucp.ac.uk/policies/>.

The procedure outlines the process for requesting Additional Learning Support (ALS) and providing reasonable adjustments for students who have disclosed a disability, learning difficulty or medical condition while studying on University Centre Peterborough (UCP) Higher Education courses within the Inspire Education Group (IEG). The aim is to ensure compliance with statutory duties under the Equality Act 2010, remove any potential barriers to learning and allow students to develop on programme and achieve their learning goals.

The intention is to:

- Provide clarity, information and guidance on the support available to students with additional support needs and services available at UCP

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- Provide all applicants with an opportunity before or at entry and at subsequent points, to declare any learning need, disability or medical condition which will affect access to learning
- Provide a flexible support offer, promoting additional study opportunities which allow students to develop independence, skills and strategies to enable them to achieve positive outcomes, meet future goals and gain employment
- Monitor the progress of all students, identify changing needs that may arise and require support and make appropriate referrals
- Ensure support provision and reasonable adjustments are timely, maintaining robust arrangements between the ALS Team and the UCP Student Support team to ensure that any differentiation is proportionate to the Statement of Reasonable Adjustments (SoRA)
- Work in partnership with local authorities (DSA and SFE) and other agencies to contribute to multi commissioning and working
- Complete student-centred annual reviews for students with additional support and documentation (e.g, SoRA, Personal Emergency Evacuation Plan (PEEP) involving the students in any decision making
- Support an inclusive approach to learning and teaching, embedded in all subject areas and all levels, where students with additional support needs are perceived positively and valued by all members of the UCP community and relevant stakeholders

Procedures

Identification

All applicants are offered the opportunity to declare a learning need, disability or medical condition that will affect their learning. This can be at the pre-entry stage, enrolment or whilst on study programme.

Assessing Support

Where a student is identified as having a learning difficulty and/or disability and needs reasonable adjustments, the UCP Student Support will signpost students to complete a referral form to the college's Additional Learning Support (ALS) team. The ALS team will contact the student to complete a support discussion or to gather diagnostic evidence if required. This information will be reviewed by the ALS team and this will bring together all the relevant information from the previous provision, the student, those working with the student and from any screening test or assessment the college has carried out.

Dyslexia Screening/Diagnostic

Where appropriate the ALS team will complete Dyslexia Screening with the student to identify if a full Dyslexia diagnostic is required to enable a student to apply for DSA.

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Planning Support

A Statement of Reasonable Adjustments (SoRA) will be completed by the ALS team where a student requires reasonable adjustments. The contents of this will be agreed with the student and cover recommendations of reasonable adjustments and any exam requirements. UCP Student Support will then share this with relevant UCP staff members to ensure this is implemented in line with UCP procedures. The SoRA will be sent to the Exams team upon who will implement the Exam Access Arrangements as directed by JCQ and/or validating/ awarding bodies e.g Pearson's Edexcel or Open University. All Exam Access Arrangements must be agreed on by the SoRA 6 weeks ahead of any exams.

Provision of Support

The DSA Guidance document produced by SFE details the provision of Non-Medical Helper (NMH) support. This is expected to be the responsibility of the institution to provide as part of reasonable adjustments for HE students. Upon completion of a SoRA, the ALS team will provide NMH support as recommended by the DSA and NAR which includes; Band 1 - Support Assistants and Band 2 - Enhanced Support Assistants. Where there is a delayed disclosure of needs this could affect the alteration of support.

Where a student requires specialist support that falls outside of the responsibility of the provider, the student will be advised to make a DSA application.

In all instances, the use of technology including assistive software and equipment will be explored as part of any support offer to ensure maximised independence for access to the learning environment.

Where a student has applied for DSA and receives a NAR they are responsible for engaging and managing the DSA funded support through the third party suppliers listed on the NAR. As this is a third-party agreement between the supplier and the student UCP does not hold responsibility for the level of quality of this support.

The SoRA will be updated if further information or a report from DSA are received.

Review of Support

The effectiveness of the support and its impact on student progress will be reviewed annually unless required otherwise, with all parties, which may lead to changes in the type and level of support and reasonable adjustments provided by UCP and the ALS team. Students may be signposted to apply for DSA if a higher level of support is required. The ALS team and the student together will plan any changes in support. This cycle of action will be revisited, refining and revising decisions about support as further understanding of the student and what is most effective in helping them to secure good outcomes is gained. Students can request a review of support at any time and they should approach either UCP Student Support or the ALS team if their circumstances or needs change in a year. Reviews are completed by google form sent

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by the ALS team and a meeting is arranged with students where required. Following this review, the SORA will be updated.

Record Keeping

The student's profile and record of support will be kept up to date to inform discussions with the student about their progress and support. This will include:

- Evidence of the SEND support that has been provided over a student's time AT UCP and its effectiveness
- Details of what additional or different provision is made to meet a student's SEND
- Interventions and the support of specialists and their progress towards specified outcomes

All records will be kept on a secure management information system in line with the General Data Protection Regulations (GDPR) 2018.

Monitoring

Disability and Equal Opportunities are monitored by the Admissions and Widening Access Committee regularly sample data on Access, Success and Progression for the student from characteristic backgrounds. This is then presented as part of UCPs Access and Participation Plan (APP) and where issues are highlighted these are added to the APP Action Plan and investment is made.

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