



SEND Policy

| | |
|----------------------------------|---------------------------|
| Audience | STUDENT |
| Requirement | HIGHLY RECOMMENDED |
| Policy Owner | SEND Coordinator |
| 1st Delegation | SLT |
| Last Delegation | NA |
| Review Cycle | Every 2 years |
| Last Review | May 20 |
| Due for Review | May 22 |

1. Policy Statement

Fareham College recognises that there are students who, due to their individual circumstances need additional learning support in order to access their course and achieve their learning goals. The Additional Learning Support policy will be implemented, wherever possible, in ways that support and promote student independence.

2. Aim of the Policy

To set out how the College will identify and support students requiring additional learning support in accordance with;

- The Children and Families Act 2014
- 0-25 SEND Code of Practice 2014.
- Equality Act 2010

3. Scope

The scope of the policy extends to all students. However, the type of support offered will be individualised to meet their specific needs. Wherever possible, the College will make arrangements which best suit the needs of the student whether they are attending the College on a full-time, part-time or work-based basis.

4. Definition

Additional learning support includes any activity that removes barriers and helps students to learn and achieve, over and above what is provided in their standard learning programme.

5. Who should be aware of this policy?

All curriculum and support staff should be aware of this policy so that they can signpost students accordingly, ensuring that learning support is arranged according to the students' needs.

6. Implementation

6.1. The College will work collaboratively to identify and monitor students who need additional learning support. This will include:

- The duty to co-operate with Local Authorities on arrangements for students who have SEND
- The duty to admit a young person if the College is named in an Education Health Care Plan.
- Attending transition meetings with key feeder schools prior to enrolment to establish students' needs.

- Ensuring the application process offers students an opportunity to declare support needs.
- Initial and on-going assessments.
- Regular monitoring of students' progress
- Accessing external specialist services and expertise as required, e.g. CAMHS, Educational Psychologists.
- Maintaining records of students' progress and support.

6.2. The College will offer support in ways that focus on the individual needs of the student. These will include:

- In class support in line with EHCP
- Study Centre support which offers 1:1 support with Learning Support Assistants.
- Physical support moving around the campus
- Individualised support such as Read Repair
- Group support sessions
- Arrangements for examination concessions
- Adaptation of learning materials or the learning environment
- Provision of specialist equipment and resources
- Specialist external support depending on individual needs

6.3. By making available support aids, where appropriate to the learner's needs, including:

- Voice recognition software
- Digital recorders
- IT equipment
- Magnifying aids and software
- Talking on-line books
- Text convert to speech and speech to text software

6.4. By regularly monitoring the progress of learners to ensure that the support being offered is appropriate and effective. The monitoring arrangements will include:

- Assessment and recording of progress within individual learning plans.
- Case conferences, involving the appropriate teaching and learner support services staff.
- Regular reference to "at risk" registers
- Learner review and evaluation

7. Responsibilities

The SEND Coordinator is responsible for ensuring this policy is implemented and to report any concerns or non-compliance to the Senior Leadership Team.

8. General

This policy will be reviewed biennially by the Senior Leadership Team.