



Special Educational Needs and Disabilities (SEND) Policy

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1. SIGNIFICANT CHANGES TO POLICY:

Section	Changes
Policy Title and Framing	Broader focus on “SEND” Shift from support-based to SEND-based language
Terminology	“Learners” used throughout, more inclusive terminology
Legal References	KCSIE 2025
Identification Process	Expanded disclosure opportunities (e.g. open events, interviews, induction). More proactive and multi-stage identification
Support Documentation	Change of support plans
Support Types	Categorised into Responsive Teaching, Targeted, and High Needs Support.
Exam Access Arrangements	More flexible recognition of prior assessments; Accepts valid Form 8 from previous setting; JCQ process still applies
Professional Learning & CPD	Professional learning and CPD for all staff with emphasis on inclusive practice
Roles and Responsibilities	Consolidated under ‘York College will’ rather than specific roles

2. SCOPE AND PURPOSE

This policy outlines York College's commitment to meeting its duties to learners with Special Educational Needs and Disabilities (SEND), providing a safe and inclusive learning environment where those with SEND can reach their full potential. This policy responds to the requirements and recommendations of:

- The Children and Families Act (2014)
- Special Educational Needs and Disability Code of Practice 0-25 years (2015)
- The Equality Act (2010)
- Keeping Children Safe in Education (2025)
- York SEND Local Offer – Ordinarily Available Provision

This policy applies to all learners with SEND across York College provision, including those enrolled on Further Education (FE), Higher Education (HE), Adult & Professional Courses, and Apprenticeship programmes. It also applies to their parents/carers and all college staff involved in supporting learners.

3. INTRODUCTION

York College is committed to promoting equality of opportunity for all learners, enabling them to access, participate and achieve success in an inclusive learning environment. We are committed to ensuring that young people who have SEND receive the support they require to prepare for adult life, by achieving the best outcomes towards employment, independent living, health, and community participation. We are committed to the timely identification and assessment of a student's needs to provide reasonable adjustments and advice for teaching and support staff. Learners are supported to recognise their personal barriers to learning and develop skills and strategies to promote independence.

All staff will adopt a person-centred approach to supporting learners, tailoring support to the individual needs and aspirations of the learner. The college works in partnership with learners and their parents/carers, placing the learner's views, wishes and feelings at the heart of everything we do. We are committed to working collaboratively with external agencies such as Local Authorities, schools, and health professionals, encouraging, and facilitating strong and clear communication to provide the best experience for our learners. Transitions are planned prior to, and throughout their time in college so there are no surprises for young people, parents and carers and professionals.

4. PRINCIPLES AND DEFINITIONS

The SEND Code of Practice states that learners have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of their peers of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream post-16 institutions.

A disability is defined under the Equality Act (2010) as a 'physical 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 conditions such as those affecting sight or

hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Learners with a disability do not necessarily have a special educational need (SEN), but there is a significant overlap between disabled learners and those with SEN. Where a disabled student requires special educational provision, they will also be covered by the SEND definition.

Teachers and Assessors will provide high quality learning experiences underpinned by Waves of Interventions to meet the individual needs of learners. Some learners need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

5. SEND LEARNER IDENTIFICATION

Learners with SEND are encouraged to disclose their needs to the college at the earliest opportunity. Every effort is made to gather this information prior to enrolment so that support can be put in place in a timely manner. Opportunities for disclosure will be provided before, during and after application.

These include, but are not limited to:

- ☐ Open events
- ☐ Application form
- ☐ Taster days
- ☐ Interview
- ☐ Enrolment
- ☐ Induction
- ☐ Parent/Carer Welcome evenings.

Staff at York College are available at each of the points above to discuss what support is available to learners. Staff can offer SEND support to learners throughout their journey. This includes transition and orientation visits or attendance at annual review meetings prior to application or enrolment. At any stage, learners can complete a Learning Support self-referral form to provide information about their learning needs. College staff may identify learners who are not making expected progress. As part of a graduated response, teaching staff should consider if a student may have an undisclosed or undiagnosed SEND. Staff will discuss this possibility with the student and where appropriate make a referral to the Learning Support team.

6. SUPPORT FOR LEARNERS WITH SEND

Support prior to enrolment.

Learners may disclose SEND through a range of mechanisms including the Learning Support Self-Referral Form, EHCP documentation, or other relevant disclosure forms. These forms are available at key transition points and can be accessed via the Learning Support team or college website.

Where appropriate and necessary, learners with SEND will be offered support from our SEND Transition Coordinators with their transition to college. This support is tailored to the individual

needs of each prospective student, in partnership with the young person, their parents/carers and the school SENDCO.

For young people with an EHCP seeking a Post 16 college place, their resident Local Authority will contact the Learning Support team by way of formal consultation to determine the college's ability to meet the learner's needs. Prospective learners with an EHCP should disclose this to college staff at the earliest opportunity.

Support while at college.

Learners with SEND are expected to attend their timetabled programme of study in full unless reasonable adjustments have been agreed and documented. Attendance is monitored in line with college-wide expectations, and support is provided to enable learners to engage consistently with their curriculum. While reasonable adjustments are considered on a case-by-case basis, it is important to note that some requests may be deemed unreasonable. For example, requesting or granting a remote or hybrid teaching model would typically be considered an unreasonable adjustment, unless exceptional circumstances apply and are formally evidenced.

All learners, including those with SEND, are expected to adhere to the College's Behaviour Policy. Staff will work proactively with learners to ensure that expectations are clearly communicated and understood, and reasonable adjustments will be made where appropriate. Where behaviour presents a barrier to learning, support strategies will be reviewed collaboratively with the learner, external agencies, and relevant staff.

At all times, York College uses its best endeavours to identify and provide the support required by learners to enable them to access their program of study and achieve their full potential. We do this through the process of 'Assess, Plan, Do, Review' highlighted in the SEND Code of Practice, combined, with high quality teaching provision and working in partnership with curriculum teams. All staff adopt a flexible, creative, person-centred approach and this is reflected in the support that we provide. Support will take a variety of forms but may include:

- ☐ Responsive Teaching
- ☐ Targeted Support
- ☐ Enhanced / High Needs Support
- ☐ Adaptive learning

7. EDUCATION HEALTH AND CARE PLANS AND ANNUAL REVIEWS

Some learners have an Education, Health and Care Plan (EHCP), which is a legal document, produced and maintained by the Local Authority and it identifies the educational, health and social care needs of a young person as well as the specific, additional provision that they require. An EHCP can be in place for young people up to the age of 25. EHCPs focus on the required provision, agreed outcomes and long-term aspirations of learners, and they are reviewed regularly to assess their progress and development.

EHCPs will be formally reviewed annually, in accordance with the SEND Code of Practice. Where learners consent, parents/carers will be kept informed at all stages and invited to attend the review, along with relevant external professionals, and college teaching and support staff. All learners with an EHCP will have outcomes related to preparation for adulthood which will enable them to be more independent.

All learners with an EHCP will have a Learner Profile created by the Learning Support team. This document will outline support needs, strategies for learning, aspirations, and any previous exam access arrangements. The Learner Profile will be shared with relevant staff.

8. EXAM ACCESS ARRANGEMENTS

Some learners may be eligible for access arrangements to be made for assessments and exams. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Learners who have a fully completed Form 8 from their previous education setting may use this for exams at York College where it is still with date. Where learners need an Exam Access Arrangement assessment to determine eligibility, qualified assessors will carry out relevant assessments and, providing that there is sufficient evidence that the recommendations from these assessments do constitute a student's normal way of working, will make an application to the Joint Council for Qualifications (JCQ) for these to be approved. Exam access arrangements cannot be applied for without this evidence and must not be put in place without JCQ approval.

All staff must contact the Learning Support team to request access arrangements as soon as the need is identified. Tutors must evidence the learner's normal way of working.

York College will implement exam access arrangements in line with JCQ regulations.

9. PROFESSIONAL LEARNING & CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

York College is committed to the Professional learning and CPD of all staff and SEND training is a key priority. All Learning Support staff undertake relevant training to fulfil the needs of their learners. We work closely with external agencies and partners to identify and provide training opportunities for staff.

All staff are encouraged to participate in training and share skills with others, with an emphasis on continuous improvement.

10. HIGHER EDUCATION (HE) LEARNERS

Learners with SEND applying to study on a Higher Education (HE) course (e.g. Higher National Diploma or a Degree) should declare this on their UCAS application form. Learners may be eligible for support through the Disabled Learners Allowance (DLA) and should apply for this by contacting the DLA Team at Student Finance England as early as possible.

11. QUALITY AND MONITORING

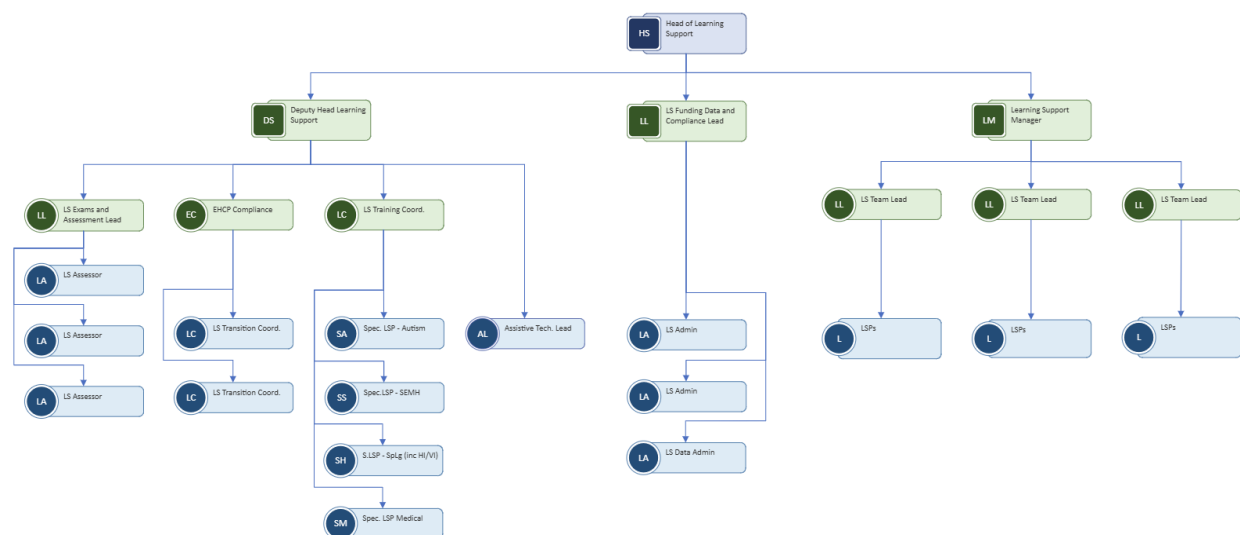
The Learning Support team will comply with all aspects of the College's Quality Assurance processes and procedures. Quality will be reviewed on an ongoing basis and will be formally reviewed on a regular basis with the Director of Quality of Education. Learning Support staff will be observed by the Learning Support leadership team. Learner feedback will be gained through reviews and learner voice surveys. Feedback will be analysed and responded to as appropriate.

APPENDIX 1

ROLES AND RESPONSIBILITIES

York College will:

- Have an awareness of the legal responsibilities relating to equality and the statutory duties on post-16 institutions as specified under section 41 of the Children's and Families Act 2014
- Ensure that all staff interact appropriately and inclusively with learners who have SEN or a disability and should ensure that they have appropriate expertise within their workforce.
- Provide opportunities for all staff to develop their skills and contribute to inclusive practice.
- Ensure that there is a team of people in the college with oversight of SEN provision to ensure co-ordination of support.



i - Learning Support Structure (September 2025)

All York college staff will:

- ❑ Consider learner needs throughout the curriculum planning process and, where possible, incorporate flexibility within the course.
- ❑ Implement inclusive teaching practice through *Responsive Teaching*, when concerns or needs are first identified
- ❑ Allocate resource to enable effective support to be implemented for learners with SEND who do not require ongoing support from the Learning Support team.
- ❑ Ensure that recruitment, assessment, and examination arrangements are flexible to meet the needs of all learners and anticipate the need for any reasonable adjustments.
- ❑ Ensure that all learners who disclose a disability or learning difficulty at application or enrolment are followed up and invited / supported to provide further information about their condition or difficulty.
- ❑ Encourage learners to disclose SEND to enable reasonable adjustments, exam access arrangements, or auxiliary aids to be put in place whilst maintaining confidentiality to the level requested by the student.
- ❑ Ensure that all materials used are accessible to all learners.
- ❑ Work in collaboration with any support staff allocated to learners within their classes.
- ❑ Work in collaboration with teams across college to maximise inclusive practice through differentiation and effective communication.
- ❑ Monitor and review the accessibility and inclusivity to college services, with reasonable adjustments where necessary.
- ❑ Promote a culture of equality, diversity and inclusion which celebrates difference and rigorously challenges discriminatory conduct.
- ❑ Contribute to the EHCP annual review process.
- ❑ Work effectively with colleagues to ensure that aspirations remain ambitious and that learners are supported effectively to progress to a positive destination.
- ❑ Be provided with and access, relevant training to support their knowledge and understanding of SEND, additional learning support, inclusive practices, and reasonable adjustments.
- ❑ Monitor the quality of provision for learners with SEND and their progress.

Learners will:

- ❑ Take responsibility for disclosing their needs at the earliest opportunity.
- ❑ Attend support meetings and reviews.
- ❑ Act on and adhere to agreed support strategies.
- ❑ Inform the College of any changes to their needs.
- ❑ Engage in activities to develop independence skills in the workplace and prepare learners for adulthood.