



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY 2024-25

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Policy Statement

- 1.1. Tameside College is committed to ensuring that all its students and prospective students receive appropriate and high-quality support in order to remove any potential barriers to learning. This ensures that all learners have the opportunity to not only reach their academic goals but also, to develop their confidence, independence and employability in order to prepare them for progression beyond college. We value equality and diversity at our college as we believe that fostering a diverse and inclusive community in line with the Equality Act 2010 enhances the educational experience for all students.
- 1.2. Learning Support offers responsive cross-college provision to students with additional needs spanning the whole curriculum and catering for a diverse range of difficulties/disabilities. The College will, wherever possible make reasonable adjustments to accommodate the needs of learners with difficulties/disabilities.
- 1.3. The College celebrates and actively promotes a culture of diversity and inclusivity and aims to transform lives as reflected in our mission statement: “transform lives by offering first class education and training in order to improve employability and generate economic prosperity.”

Policy Context and Scope

- 2.1. The framework for this policy is informed by: [The Children and Families Act 2014](#), [Special Educational Needs and Disability Code of Practice: 0-25 years \(2014\)](#) and [Equality Act \(2010\)](#).
- 2.2. Support is learner focused and is provided across all areas of the college including discreet programmes for learners with learning difficulties and disabilities.
- 2.3. This policy applies to applicants and learners with learning difficulties/disabilities or long-term health conditions, learners who have an Education Health and Care Plan and/or those who are assessed to be high needs. The college works closely with Local Authorities to ensure that resources are available to support learners with high needs.

- 2.4. Support for learners on adult programmes may be subject to funding entitlement. Support to cover the study-related costs on HE programmes because of a mental health problem, long-term illness or any other disability is funded through the [Disabled Students Allowance \(DSA\)](#).

Policy Objectives

- 3.1. To work within the [SEND Code of Practice guidance 2014](#) and the [Equality Act \(2010\)](#).
- 3.2. To proactively identify and put in place appropriate provision of support for young people/ adults with disabilities or long-term health conditions and additional needs.
- 3.3. To ensure that stakeholders have a clear understanding of the support offer.
- 3.4. To provide support and advice for all staff working with young people/ adults with disabilities / long-term health conditions – teaching and supporting students with disabilities / long-term health conditions is the responsibility of the whole College and requires a collaborative and inclusive approach.
- 3.5. For Learning Support Teamwork alongside curriculum teams and in partnership with other agencies to:
- Identify learners with special educational needs and disabilities to ensure that their needs are met
 - Develop the whole learner; socially, emotionally and intellectually
 - Recognise the importance of each learner's self-esteem and self-value and enhance this wherever possible
 - Provide learners with learning difficulties/disabilities or long-term health conditions with appropriate careers advice and guidance both at the start of their journey with us and in preparing them for progression beyond college
 - Ensure that learners with special educational needs and disabilities are able to join in with all the activities of the College or appropriate differentiated activities
 - Ensure that all learners make the best possible progress and remove barriers which might prevent them achieving this

- Ensure that parents/carers/guardians are kept informed (where relevant) of the student's needs and that there is effective communication between these parties and other relevant agencies
- Ensure effective working partnerships with Local Authorities in relation to learners with learning difficulties/disabilities or long-term health conditions
- Ensure that all learners are able to express their views and are fully involved in decisions which affect their education
- Promote effective partnerships and involve outside agencies when appropriate
- Maintain effective links with partner schools, local authorities and other agencies in relation to transition to college
- Provide equal access to a broad and balanced curriculum, inclusive of all equality groups and regardless of personal circumstance or special educational needs and disabilities.

Admission and Disclosers

- 4.1. The college promotes inclusivity and aims to accept students with a wide range of special educational needs and disabilities provided they meet college requirements. Every effort is made to meet individual needs and the offer of support for students will be evidence-based, such as EHCP or evidence of specific and official diagnosis.
- 4.2. Students who disclosed the need for support will be invited in to meet a member of college staff for further discussion regarding support requirements. Students can disclose their support needs at various points including:
- At the application stage
 - During individual interviews
 - During enrolment
 - At any point during the course through self-referral or teacher referral
 - The local authority will inform the college of the potential students who have obtained an EHCP

- 4.3. The need for Learning Support may arise as a result of one or more of the following:
- The learner has an identified learning difficulty/disability/long-term medical condition (which has implications for their learning).
 - The learner requires support with literacy or numeracy or Language (where this is not their main learning goal)
- 4.4. All disclosed information will be dealt with as special category data and held in line with [Data Protection Act 2018](#).
- 4.5. Enquirers/ applicants/ students who have any queries about Learning Support should contact the learning support team.

Implementation

- 5.1. Delivery of Learning Support- Once a needs assessment is carried out by the learning support team, support will be confirmed.
- 5.2. The support offered ranges from adjusted teaching and In-Class Support to more specialist support (depending on individual needs, which will be identified as part of the assessment) including:
- In class support
 - Out of class support either in small groups or one to one
 - Access arrangements to help in exams including extra times at exams (if the learner is eligible for these).
 - Use of Assistive Technology and equipment
 - Communication Support
 - Specialist software
 - Access to Learning Support hub at Beaufort Road campus
- 5.3. All support arrangements are determined by discussion and assessment with the individual learner, parent/carers (for under 18s), curriculum teams and other agencies where appropriate.
- 5.4. All discussions about the best type of support are “learner led” as we consider learner voice and independence in decision making to be key to successful outcomes.

- 5.5. Should a learner need change during their studies, they are advised to contact the learning support team so that further discussions can take place, and amendments made to reasonable adjustments, as relevant.
- 5.6. Should a learner wish to raise a concern about any aspect of this policy or its implementation, they are invited to contact the Learning Support team, or to raise a complaint via the Customer Care Policy or HE Complaints Policy for Higher Education students.

Location and Access to the Policy

- 6.1. The Learning Support and SEND Policy, supporting policies and other documents are available via the College website and CollegeiP on the College network.

Related Policies

- [Data Protection Policy](#)
- [Data Privacy Policy](#)
- [Customer Care Policy](#)
- [HE Complaints Policy](#)
- [HE Admissions & Recruitment Policy](#)

Review/Change History:

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