



SEND and INCLUSION POLICY

POLICY STATEMENT

The aim of Truro and Penwith College is to ensure holistic needs are met through high quality teaching, reasonable adjustments and a joined-up approach to support. All students and prospective students of Truro and Penwith College who have SEND (Special Educational needs and/or Disabilities), as indicated by Education, Health and Care Plans (EHCPs) and/or by other additional needs assessments, can expect:

- Their needs to be assessed through liaison with themselves, college staff and/or other relevant professionals.
- To be given opportunities to access appropriate guidance and support in and/or outside of taught classes from experienced staff.
- All College staff to promote the inclusion of students with learning difficulties and/or disabilities across the College.
- Good practice as set out in the SEN Code of Practice for 0-25 years (2015) and the SEND and Alternative Provision Improvement Plan (2023) to be adhered to.

Truro and Penwith College are committed to ensuring that students with Special Educational Needs and Disabilities (SEND), medical conditions and other needs or circumstances impacting their learning are supported to achieve their full potential.

This policy is intended for application at all Truro and Penwith College campuses and is in place to:

- Maintain a safe and accessible environment that enables equity of access wherever possible.
- Inform all staff members, students and parent/carer/next of kin of the support available
- Work alongside our positive behaviour support policy, reasonable adjustment policy, individual care policy, medication policy and safeguarding policy.
- Ensure compliance with appropriate policies, guidance and legislation, including but not limited to the:
 - Children's and Families Act 2014
 - SEND Code of Practice 2015
 - SEND and Alternative Provision Improvement Plan 2023
 - Equality and Diversity Act
 - Disability Discrimination Act
 - Care Act

All staff have a professional duty to ensure that they have taken all reasonable steps to meet the needs of learners. As such, all staff are responsible for following this policy and ensuring compliance with all procedures outlined.

1 IDENTIFICATION

We find out if a student requires support via one or more of the following:

- Learners disclose (often via interview, application, or disclosure during their enrolment)
- Other professionals inform us e.g. School SENCO, Autism Team, CSW (Formerly Careers SouthWest), CAMHS professional etc.
- Their Local Authority requests a response to their Education Health Care Plan before they join us (consultation).
- A parent/carer/next of kin or other advocate informs us
- College staff refer them for support

On being made aware of support needs from one or more of these sources, the learning support team review the information provided and may undertake further assessment to ascertain the type of need and adjustment/support required. Wherever possible, college will accept waiting list paperwork in lieu of a diagnosis, school paperwork and other advisory paperwork e.g. CAMHS letters, to mitigate the impact of long NHS referral waiting lists and the impact of covid-19 on the identification of SEND.

2 STUDENT SUPPORT

A student's study programme will be overseen by their allocated programme area team, including their lecturers and their pastoral tutor, who will provide High Quality Teaching as part of their delivery for all and make reasonable adjustments as required. In addition to this, students will have regular opportunities to access support, that promotes their wellbeing, through a variety of college services including but not limited to our enrichment offer, health wellbeing and sport programme, directed study support, Student Services Support and learning support.

Group tutorials take place weekly to ensure that students are given the time and opportunity to talk to a trusted staff member. These provide an opportunity for students to develop both a broad awareness of factors affecting individuals and society, and personal skills of communication and reflection, to enable students to develop strategies to manage their behaviour and develop appropriate social skills.

Some learners will also receive support from an allocated member of the Learning Support team as appropriate. Who this is depends on the type of support required, for example a Study Support tutor may provide weekly tuition in maths, English or study skills, a Learning Support Mentor (LSM) may support with developing independent living skills, an Inclusive Practitioner may oversee the learner's EHCP. If required, specialist staff may also assess for Exam Access Arrangements.

The frequency and type of support will depend on the individual student's needs and may be available in selected classes, on demand, via a regular appointment, or simply by monitoring at intervals by relevant staff. This support is in line with our graduated response and will be reviewed regularly and adapted to suit the student's

needs. Parents/carers are welcome to contact the College to request an appointment to discuss their young person's needs/progress.

3 PROGRAMME OF STUDY

All students have access to impartial, information, advice and guidance to make informed choices that align with their aspirations and working levels. Staff are made aware of learners needs to ensure they have the information needed to plan their curriculum with their learners needs in mind.

In their planning, staff use inclusive teaching methods and make specific reasonable adjustments to meet the needs of the students in their groups. The use of differentiated strategies to achieve learning aims are expected in all lessons and may be achieved through a variety of approaches including ensuring that:

- varied and adapted resources and assessment methods are available
- explanations and questioning methods consider different literacy and communication needs
- structure and environment take into account sensory, physical and behavioural needs

Where applicable, study programmes may be further tailored for students according to their needs, subject choices and progression plans (funding and entry grade criteria permitting). See Reasonable Adjustments Policy.

4 PROGRESS

Teaching and support staff set targets for students on a regular basis and discuss progress against these with students during tutorials and support sessions. Progress is recorded and new targets are agreed with students as necessary.

For students with an Education, Health and Care Plan (EHCP), they will meet regularly with their Inclusive Practitioner and an annual review will take place to which parents/carers and other relevant professionals will be invited. Student and parent / carer contributions to this are considered valuable and are welcomed.

Parents/carers/Next of kin are involved by regular liaison, where appropriate, to ensure that the support that is in place is effective in supporting the student's learning. Parents/carers are invited to any Progress Evening event and can seek further details at any point during the year if they have concerns. Parents/carers/next of kin are written to if there are significant concerns about the student's behaviour, attendance or progress and, staff welcome support from home in dealing with these issues as they arise . Parents/carers can also access Parent Advantage for monitoring attendance and progress.

Parents/carers/next of kin can additionally request to meet with the Learning Support team if they would like to. At this point they will also be able to discuss how they can ensure consistency of support strategies at home.

While we actively encourage collaboration with parents/carers/next of kin, students reserve the right to withdraw their consent to this at any time.

5 SPECIALIST SERVICES AND EXPERTISE

All staff undertake mandatory SEND awareness training. Staff have a wide variety of qualifications based on their areas of specialism and undertake additional training determined by the needs of the students they teach/support. Staff also have access to the learning support team, who can assist with any SEND enquiries and arrange staff development, as required. Some examples of specialist services include:

- Staff specialising in a wide range of Specific Learning Difficulties, speech, language and communication needs and social, emotional and behavioural needs are trained and experienced in, and offer out-of-class interventions to support students in developing their independence and resilience.
- A team of health and wellbeing staff including personal support advisers, counsellors, safeguarding officers.
- Students who require support with social interactions or those who require lower sensory demand spaces will have their needs met in a variety of ways, including staff support, access to a sensory room or calm spaces. Allocation of space for interventions to take place with other professionals may also be discussed based on the extent of daily need for such interventions as Speech and Language Therapy, Occupational Therapy and Physiotherapy.

6 INCLUSION BEYOND THE CLASSROOM

Feeling part of the College community and enjoying the College experience is an essential part of student wellbeing; therefore, enrichment activities and off-site visits take place throughout the academic year that are open to all students. Enrichment activities should be accessible to all and reasonable adjustments will be made to ensure students can access activities, trips and events. Students, along with their parents/carers, are often best placed to advise on how best to plan activities and trips and discussions on this will be welcomed. Risk assessments are carried out for all offsite activities.

7 ACCESSIBILITY

All of our campuses are largely accessible with the necessary resources to support students such as lifts, wheelchair access and hoists. Student timetables are planned accordingly to ensure appropriate access to facilities and reduce navigation across site where possible and beneficial.

We undertake regular audits of the physical, sensory and digital environments we are responsible for to ensure that they are accessible and considered through a SEND and inclusion 'lens'. The College is committed to providing alternative formats for communication where these are requested.

8 TRANSITION

Students requiring enhanced transition can access additional transition visits to the college in order to meet staff who will teach and support them, to familiarise themselves with the environment and discuss their needs. Parents/carers/next of kin and other professionals who support the student are welcome to make an appointment with learning support to visit before the student is due to commence their course.

During their time at college, staff work with students to develop their resilience, communication, advocacy and independence skills in preparation for adulthood and operate a 'support and fade' model wherever possible so that students are prepared for their life beyond college and the support available in the community.

When a student is preparing to move on from the College they will be supported to apply for further study at another provider, Universities, adult services, or to seek employment. With their permission, information on their support needs may be passed to other educational establishments to support their progression.

9 ALLOCATION AND RESOURCING OF SUPPORT

Decisions related to support are made based on student need, plans for their next steps and prior knowledge of "normal ways of working" from school or other provider. All support is allocated with a view to promoting independence and resilience in our supported students to enable their future success. Students' needs will firstly be assessed based on information from the Local Authority where a student has an Education, Health and Care Plan or on information from their previous education provider. Next, students and parents / carers will be consulted on the support required. The Lead Professionals within the organisation will make the decision on the type and level of support and this decision will be confirmed where necessary by the Local Authority. The impact of the support is judged against the extent to which students have met their agreed targets at each regular review point. Their attendance, success on their course and where they progress to are also used as indicators of success as they demonstrate the extent to which the student is engaged with their learning.

Teachers and support staff will have access to individualised ALS information for any learner who discloses SEND or additional learning needs. Some learners will have Individual Education Plans (IEPs), these plans will contain recommendations for appropriate additional resourcing and strategies that will feed in to planning for learning and delivery, including group profiles and schemes of work.

Students with Education, Health and Care Plans will have an allocated Inclusive practitioner and are allocated the provision stated in their EHCPs. Where the costs of this support provision is anticipated to rise over £6,000 per year, the college request these funds from the student's Local Authority who may or may not agree to pay for the additional costs from their High Needs Allocation. This provision

As per our graduated response support offer, students without Education, Health and Care Plans can also access some of our support offer based on their needs, these will be allocated based on the need assessed and resources available.

10 COMMITMENT TO EQUITY

Truro and Penwith College are committed to ensuring our campuses, curriculum and community is as inclusive as possible. We actively promote equity, diversity, and inclusion and celebrate difference. We actively challenge behaviour that does not align with our values of being an inclusive college. We promote positive relationships within college, and with the local, national, and international communities we serve.

We ensure that all learners are treated fairly and equally in accordance with relevant legislation, including The Equality Act (2010) and the SEN Code of Practice (2015). Learners will be protected from discrimination including all protected characteristics:

age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation.

11 FURTHER INFORMATION

If you believe that the support offer is not being delivered or not meeting student needs, you should contact a member of your young person's curriculum team e.g. their tutor or email learningsupport@truro-penwith.ac.uk. Every attempt will be made to resolve your concerns but if you wish to raise a complaint, please follow the process as indicated on the College website.

The Local Offer will be reviewed annually to ensure that the contents remain accurate. Students, parents, carers, next of kin are regularly asked for their feedback on the support they receive and will be contacted formally to request this annually, although feedback is welcomed throughout the year.

12 GLOSSARY OF TERMS

ALS – Additional or Academic Learning support. A service provided by the college to support learners with additional learning needs.

EHCP – Education, Health and Care Plan. An holistic plan issued to some young people aged 0-25 with more complex disabilities or additional learning needs. This contains the young person's personal, social and educational targets and is reviewed every year.

SEND – Special Educational Needs and Disabilities.

SLCN – Speech, Language and Communication needs.

SpLD – Specific Learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia)

SEMH – Social, Emotional and Mental Health needs