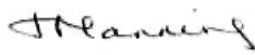






## Special Educational Needs and Disabilities (SEND) Policy

Policy Ref: TMP16v7

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

	Name	Title	Signature	Date
Prepared by	Jackie Manning	Principal		July 2025
	Colin Foster	Assistant Principal		July 2025
Approved by	Martin Heaton	CEO		July 2025

Does this Policy require publishing on the College Website? **Yes**

Does this Policy require approval by Board of Governors? **Yes**



# Special Educational Needs and Disabilities (SEND) Policy

Policy Ref: TMP16v7

## Record of Changes

Version	Issue Date	Changes	Initials
v1	July 2019	Initial issue	JM/CF
v2	July 2020	General procedural review, references updated, formatting changes	JM/CF
v3	July 2021	Annual review, references checked and updated	JM/CF
v4	July 2022	Annual review, references checked and updated	JM/CF
v5	July 2023	Annual review, references checked and updated	JM/CF
v6	July 2024	Annual review, references checked and updated	JM/CF
v7	July 2025	Annual review, references checked and updated	JM/CF

## Board of Governors Approval History

Version	Approved by	Signature	Date
v4	Dominic Kohl, Chairman of the Board of Governors		July 2022
v5	Donna Clayton, Chair of the Board of Governors		Oct 2023

**Date of Next Policy Review:** July 2026

## Definition

Throughout this policy document **TMP Studios CIC** is referred to as 'TMP College'.

Full definitions of Special Educational Needs and Disability are given in this policy, below.

## Introduction

TMP College is committed to providing additional support to learners by meeting their individual needs as far as is reasonably practicable and in accordance with current legislation and resources.

The overall aim of this policy is to improve the outcomes for a diverse cohort of learners within our College and for learners to make a good transition into adulthood to lead fulfilled lives. The policy details the principles behind this and the provision, roles and responsibilities within College.

TMP College aims to create a sense of community and belonging for all of our learners in a high-quality learning environment where all learners can achieve and be the best they can be. All learners at TMP college have additional learning needs associated with a diverse range of needs including neurodiversity and/or their co-occurring diagnosis, Physical or Sensory needs or Social, Emotional and Mental Health needs.

Provision in relation to curriculum, environment, resources, staffing structure and staff expertise are focused on meeting the individual needs of our learners. Learners are placed at TMP College by their home Local Authority (LA) and have Education Health and Care Plans (EHCPs) written and monitored by their LA. Learner's individual EHCPs are reviewed at least annually in line with the SEND Code of Practice guidance (2014). The outcomes identified in the EHCP provide a focus for planning and assessment for learning.

This policy is written in line with the requirements of:

- Children and Families Act (2014)<sup>1</sup> Part 3 of the Children and Families Act 2014, which sets out Colleges' responsibilities for students with SEN and Disabilities.
- SEND Code of Practice (2015)<sup>2</sup> which set out responsibilities for Education, Health and Care (EHC) Plans, SEN coordinators (SENCOs) and the SEND Information Report.
- The Special Educational Needs and Disability Regulations (2014)<sup>3</sup>
- Equality Act (2010)<sup>4</sup> which aims to protect people from discrimination in the workplace and in wider society.
- Further Education: Guide to the 0 to 25 SEND Code of Practice (2014)<sup>5</sup>
- Preparing for Adulthood<sup>6</sup>

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<sup>1</sup> <https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

<sup>2</sup> <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<sup>3</sup> <https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

<sup>4</sup> <https://www.gov.uk/guidance/equality-act-2010-guidance>

<sup>5</sup> <https://www.gov.uk/government/publications/send-guide-for-further-education-providers>

<sup>6</sup> <https://www.ndti.org.uk/projects/preparing-for-adulthood>

TMP College is also mindful of current DfE updates, Ofsted expectations, and sector guidance for supporting learners with SEND and disabilities in the FE sector.

This policy should be read in conjunction with the following TMP College policies:

- Safeguarding and Child Protection Policy
- Safeguarding Policy - Adults at Risk
- Equality and Diversity Policy
- Bullying and Harassment Policy
- Positive Behaviour and Learner Disciplinary Policy
- Intimate Care Policy
- Transportation for SEND Learners Policy
- Administration of Medicine Policy
- Compliments Comments and Complaints Policy
- Health and Safety Policy

## **Aims**

The aims of this Special Educational Needs and Disability (SEND) Policy and practice are:

- Support the specific needs of our learners.
- Promote effective partnership working with learners, their parents/carers.
- Promote effective partnership working with the wide range of agencies and professionals who work with our learners and their parents/carers.
- Promote a culture of equality and acceptance where all individuals are respected and valued.
- Create and maintain an environment which promotes aspirational outcomes, individual challenge and support which enables all learners to be the best they can be.
- Promote the 'Preparation for Adulthood' agenda to enable learners to be actively involved in making choices and decisions and in planning for their future.

## **What is a Special Educational Need or a Disability?**

At TMP College we apply the definition for Special Educational Needs and Disability from the SEND Code of Practice (2015).

### **Definition of *SEN***

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### **Definition of Disability (under the Equality Act 2010)**

Many children and young people who have SEN may have a disability as defined under the Equality Act 2010 – this remains the current legal definition as of 2025. A person is disabled if they have:

*“...a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”*

- “Long-term” means the impairment has lasted, or is likely to last, 12 months or more.
- “Substantial” means more than minor or trivial.

This includes a wide range of conditions such as sensory impairments, long-term health conditions (e.g. asthma, epilepsy, diabetes, cancer), and mental health difficulties. Some of these learners may not have a special educational need but still fall under the Equality Act and are legally entitled to reasonable adjustments.

TMP have a continuing duty to proactively identify and remove barriers, anticipate needs, and make reasonable adjustments without requiring formal diagnosis in all cases.

TMP College recognises its anticipatory duty under the Equality Act 2010 to make reasonable adjustments in advance of a learner experiencing disadvantage due to disability.

### **Special Educational Needs for which provision is made at TMP College**

At TMP College, we make reasonable adjustments for learners with diverse abilities and special educational needs, including dyslexia, dyspraxia, speech and language needs, and neurodivergent needs. The College meets the needs of learners who are supported by an Education Health and Care Plan (EHCP).

A young person with an EHCP has the right to request a particular school or College and the local authority must comply with that preference and name the school or College in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name TMP College in a learner’s EHCP, the Local Authority will send a formal consultation to the College including a copy of the young person’s EHCP. TMP will consider the learners needs very carefully and if we feel we can meet the young person’s needs we will complete a High Needs Funding Application which is then submitted to the relevant Local Authority to be considered at panel.

### **How will TMP College support a learner with SEND?**

All learners will be provided with high quality teaching that is adapted to meet the diverse needs of all learners.

Learners with a disability will be provided with reasonable adjustments (such as assistive technology or services) to overcome any disadvantage experienced in College and increase their access to the taught curriculum.

Learners access provision as outlined in their EHC plan as assessed by the Local Authority and professionals working with them. This may include in-class support including note takers, one to one or small group support, transition support, support for non-structured time and developing friendships and interaction skills, pastoral support, positive behaviour support and counselling.

Resources will be adapted with accessible information including enlargements, coloured paper, overlays where required.

Assistance will be provided for personal care or medication requirements.

The quality of classroom teaching provided to learners with SEND is monitored through a number of processes that may include:

- Classroom observation by the Principal, Director of Quality Improvement, Heads of Departments, and external verifiers of teaching and support staff
- On-going monitoring of progress made by learners with SEND by the Director of Learner Support, Director of Quality and Improvement, Heads of Department and Heads of Support.
- Regular communication between tutors and the Learning Support Team to provide advice and guidance on meeting the needs of learners with SEND.
- Learner feedback on the quality and effectiveness of support provided,
- Attendance and behaviour record monitoring,
- Individual targets to ensure ambition.
- Attainment tracked and monitored by teaching staff and managers. Those failing to make expected levels of progress are identified quickly and action is taken.

In addition, TMP College will involve external agencies as appropriate, including health and social services, community and voluntary organisations, for advice on meeting the needs of learners with SEND and in further supporting their families.

### **How will the curriculum be matched to each learner's needs?**

Teachers plan using learners' baselines and starting points and adapt tasks to ensure progress for every learner in the classroom.

These adaptations may include strategies suggested by the SEND Team and/or external specialists.

## **Learners with medical needs (statutory duty under the Children and Families Act)**

Learners with medical needs will be provided with a Health Care and Support Plan, Risk assessment, and PEEP (Personal Emergency and Evacuation Plan) compiled in partnership with the learner, external health professionals and parents, if appropriate.

Staff who administer emergency medications and other prescribed medications will complete formal training to ensure competency. All medicine administration procedures at College adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting learners at school with medical conditions* (DfE) 2014<sup>7</sup> and identified in TMP Policy *TMP14 Administration Of Medicine Policy*.

## **Roles and Responsibilities**

The **Director of Learner Support/SENCO** will:

- Work with the Principals to determine the strategic development of the SEND policy and provision in the College.
- Provide professional guidance to colleagues and liaise with parents/carers and other agencies to ensure that students with SEND receive appropriate support.
- Ensure that the Annual Review process for individual students is effective and informs future EHCP outcomes.
- Liaise with colleagues to ensure that EHCP outcomes inform personalised planning for students from entry and on transition.
- Be a point of contact for external agencies, especially the Local Authority and its support services.
- Liaise with internal and external professionals and potential next providers to ensure that students and their parents/carers are informed about options and choices re. next steps.
- Liaise with the Principal and Vice-Principals and SEND Governor to ensure that the College meets responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements. Liaising with LAs re. applications and outcomes.
- Be a point of contact for parents/carers and external agencies to support students transitions on entry to TMP College and will attend Annual Reviews where appropriate.
- Liaise with the Principal, LA SEND Teams and College Finance Manager re. the College funding application process (HNF) and submit applications for individual students to LAs where continuation of placement or additional funding is being sought.
- Liaise with the CEO and Senior Leadership Team to ensure that HNF, funding and other resources are appropriately allocated to meet need.
- Work with the CEO, Principal and Governor for SEND to determine the strategic development of the SEND policy and provision within Ascent College

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<sup>7</sup> <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

**Class Teachers and Heads of Support will:**

- Be responsible for the development of every student in their class.
- Work closely with the Learning Support Assistants (LSA) and any external therapy services (where appropriate) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Work with the SENCO to review students EHCPs and identify any required changes to provision.
- Manage additional staff resources effectively to ensure students are appropriately supported in their learning.
- Be a point of contact for parents/carers and external agencies to support students transitions when leaving Ascent College.
- Provide professional guidance to colleagues and liaise with parents/carers and other agencies, where requested, to ensure that students with SEND receive appropriate support outside of TMP College.
- Liaise with internal and external professionals to ensure that students and their parents are informed about options and transition plans in place.
- Attend Annual and Transition Review meetings for students who are leaving Ascent College
- Refer to and follow this policy guidance.

**TMP Governors will:**

- Raise awareness of SEND issues at Governing Body/committee meetings.
- Monitor the quality and effectiveness of SEND provision within the College and update the Governing Body/committees on this.
- Work with the CWO, Principals, Vice Principals and SENCO to determine the strategic development of the SEND policy and provision within the College.

**Who can I contact for further information or if I have any concerns?**

If learners or parents wish to discuss their special educational needs or are unhappy about any issues regarding TMP College's response to meeting these needs, please contact the following:

- Course Tutor or HLTA
- Head of Learner Support
- Director of Learner Support
- Designated Safeguarding Lead: Kim Pulman
- Principal: Jackie Manning

For complaints, please see TMP College's *Compliments, Comments and Complaints Policy*.

For transport enquiries, please contact the Local Authority. See also TMP College's *Transportation for SEND Learners Policy*.