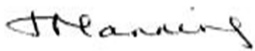






Special Educational Needs and Disabilities (SEND) Policy

Policy Ref: TMP16v6

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 2024
	Colin Foster	Assistant Principal		July 2024
Approved by	Martin Heaton	CEO		July 2024

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: TMP16v6

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

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 2025

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.

This policy is written in line with the requirements of:

- Children and Families Act (2014)¹
- SEND Code of Practice (2015)²
- The Special Educational Needs and Disability Regulations (2014)³
- Equality Act (2010)⁴
- Further Education: Guide to the 0 to 25 SEND Code of Practice (2014)⁵
- Preparing for Adulthood⁶

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
- Intimate Care Policy
- Transportation for SEND Learners Policy
- Administration of Medicine Policy
- Compliments Comments and Complaints Policy
- Health and Safety Policy

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

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

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

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

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

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

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

- To make reasonable adjustments for those with SEND by taking action to increase access to the curriculum, the environment and to information for all.
- To ensure that young people with SEND experience an inclusive curriculum alongside their peers.
- To ensure all teaching staff, managers and governors understand their responsibility to meet the needs of all learners with SEND and to ensure all learners reach their potential.
- To use our best endeavours to secure special educational provision for learners whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better meet need within the four broad areas of need:
 - Communication and interaction,
 - Cognition and learning,
 - Social, mental and emotional health,
 - Sensory/physical.
- To gather initial information, monitor and respond to learner’s needs and views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet learner need, through well targeted continuing professional development.
- To support learners with medical conditions to achieve full inclusion in all College activities by ensuring consultation with health and social care professionals in order to meet their medical needs.
- To work in cooperative and productive partnership with parents, the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure EHCPs are received and acted upon in a timely manner through liaison with all involved to ensure the funding and support package is provided for each learner.

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**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Special educational needs for which provision is made at TMP College

At TMP College, we can make reasonable adjustments for learners with special educational needs, including dyslexia, dyspraxia, speech and language needs, autism and asperger’s syndrome. The College also currently meets the needs of learners who are supported by an Education Health and Care Plan (EHCP).

After compulsory school age, the right to make requests and decisions under the Children and Families Act 2014 applies to the young person directly. Parents or other family members can continue to support young people in making decisions, or act on their behalf, provided that the young person is happy for them to do so.

Young people with SEND without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at TMP College, in line with the College admissions policy. If a place is available, we will use our best endeavours to make the provision required to meet the SEND of all learners at TMP College.

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 the College a copy of the EHCP and then consider the needs very carefully before a final decision on placement is made. The Local Authority will seek guidance from the Head of High Needs and Admissions Manager during the consultation process.

A learner with an EHCP also has the right to seek a place at a special school or college if they consider that their needs can be better met in specialist provision.

How does our college know if a learner requires additional support?

We know when a learner requires additional support if:

- Concerns are raised by the learner, parents/carers, external agencies, teachers, or the learner's previous school/provider, regarding inadequate progress or inclusion. The SEN Code of Practice (2015) describes inadequate progress as:
 - Is significantly slower than that of their peers starting from the same baseline.
 - Fails to match or better their own previous rate of progress.
 - Fails to close the attainment gap between rate of progress.
 - Widens the attainment gap
- This has been identified by their previous school/provider and the learner has been formally assessed to be supported by an EHCP or has been identified as having additional support needs whilst in education.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Tracking of attainment outcomes indicates lack of expected levels of progress.
- A learner asks for help to assess special educational needs.
- Observation of the learner indicates that they have additional needs in one or more of the four broad areas of need:
 - a. Communication and interaction (this can include Autism Spectrum Disorder, Asperger's Syndrome or Speech Language and Communication needs)
 - b. Cognition and learning (this can include a diagnosis of Specific Learning difficulties, Moderate Learning Difficulties, Severe Learning Difficulties or Profound and Multiple Learning Difficulties)
 - c. Social, mental and emotional health (this can include anxiety, challenging behaviour, depression, eating disorders, Attention Deficit Disorder, attachment disorder)
 - d. Sensory/physical (this can include Visual Impairments, Hearing Impairments or Physical Disabilities).

What should a learner or their parent/carer do if they think that they may have special educational needs?

If a learner or their parents have concerns relating to the student's learning then they should initially discuss these with their personal tutor. This may result in a referral to the SEND Team.

Learners or parents may also contact the SEND Team directly if they feel this is more appropriate. Please see section *"Who can I contact for further information or if I have any concerns?"* at the end of this policy.

All learners and their parents will be listened to. Their views and their aspirations will be central to the assessment and provision that is provided by TMP College.

How will TMP College support a learner with SEND?

All learners will be provided with high quality teaching that is differentiated 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 supported by an EHCP will access provision outlined in their plan as assessed by the Local Authority. This may include in class support including note takers, one to one or small group support, job coaches, transition support or social time support.

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

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 includes:

- Classroom observation by managers, the Quality team and external verifiers of teaching and support staff,
- On-going monitoring of progress made by learners with SEND by personal tutors and curriculum managers,
- Regular communication between tutors and the LSEND Team to provide advice and guidance on meeting the needs of learners with SEND,
- Learner feedback on the quality and effectiveness of interventions 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 remedial action taken.

Action relating to SEND support will follow an “assess, plan, do and review” model:

- a. Assess: Data on the learner held by the College will be collated by the tutor in order to make an accurate assessment of the learner’s needs. Actions will be identified to improve outcomes.
- b. Plan: If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the learner will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the SEND Team and tutors.
- c. Do: SEND support will be recorded and will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include targets around preparing for adulthood) that take into account the learner’s aspirations and parents’ aspirations for their child. The learner and their parents/carers will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

- d. Review: Progress towards these outcomes will be tracked and reviewed termly with the learner. If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from all those professionals involved with the learner regarding strategies to best meet their specific needs. This will be undertaken in consultation with the learner and their parents/carers (if appropriate).

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.

For a very small percentage of learners whose needs are significant and complex, and the SEND Support required to meet their needs cannot reasonably be provided from within the College's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHCP) plan being provided.

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

Teachers plan using learners' achievement levels and differentiate tasks to ensure progress for every learner in the classroom.

When a learner has been identified as having SEND, the curriculum and the learning environment will be further adapted by the tutor to reduce barriers to learning and enable them to access the curriculum more easily.

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

In addition, if it is considered appropriate, learners may be provided with specialised equipment or resources such as ICT and/or additional staff help.

How will the learner and their parents know how they are doing?

Attainment towards the identified outcomes will be shared with learners through feedback during EHCP Reviews, through the College reporting system and at Parents' Evenings.

The learner and their parents are encouraged to arrange an appointment to discuss their progress with their tutor or the SEND Team at any time when they feel concerned or have information they feel they would like to share.

What support will there be for the young persons' overall wellbeing?

TMP College offers a wide variety of pastoral support for learners. These include:

- Counselling and mentoring services are available through the Welfare team. This department also supports, investigates and collates reports of Bullying and Harassment to ensure learner emotional and physical safety and wellbeing.
- All learners have a tutorial entitlement in which they cover social, moral, spiritual and cultural development. This also includes careers and employability.
- TMP College has an Anti-Bullying Policy.
- Safeguarding – learners are identified at the application stage if they require additional safeguarding provision whilst in College. The Safeguarding team monitors and supports learners during their studies at College. They liaise with external agencies including health, social workers and police to ensure the safety and wellbeing of these learners. Where required, risk assessments are put in place to support learners whilst on site. These are disseminated to key staff.
- All EHCPs and some SEND learners are entitled to attend weekly Preparing for Adulthood (PFA) classes. These cover a broad based curriculum including Independence and Preparation for Life skills, Work Preparation skills and occasional off-site visits. The classes are heavily supported and encourage social interaction between attendees.
- TMP College offers supported Internship programmes to engage learners and provide a route into further education, training or employment.

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 and/or risk assessment/protocol, compiled in partnership with the learner, external health professionals and parents, if appropriate.

Staff who volunteer to administer emergency medications will complete formal training and be verified by a health professional as being competent.

All medicine administration procedures at College adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting students at school with medical conditions* (DfE) 2014⁷ and identified in TMP Policy *TMP14 Administration Of Medicine Policy*.

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

How will the learner be included in activities outside the classroom including college trips?

Risk assessments are carried out and procedures are put in place to enable all young people to participate in all College activities.

TMP College ensures it has sufficient staff expertise to ensure that no learner with SEND is excluded from any College provided activity.

How accessible is the college environment?

At TMP College we aim to provide an accessible environment through the following provision:

- Ramps at all entrances to the College ensure the site is accessible to all. Disabled ramp access to allow wheelchair access onto TMP Stage areas used for performances.
- Disabled access toilets.
- Personal Emergency Evacuation Plans (PEEPs) are in place for all learners who may need assistance during an emergency evacuation.
- Groups which include learners with mobility problems/wheelchair users are given priority for ground floor accommodation when timetabled.
- We have a wide range of assistive technology and equipment to make the curriculum accessible to all learners

How is the decision made about how much support each young person will receive?

For learners with SEN but without an EHCP, the decision regarding the support provided will be taken based on information from school and in consultation with the learner and course tutors.

For learners with an EHCP, the Local Authority will outline the support required within the EHCP.

How are young people and their parents/carers involved in discussions about and planning for their education?

This will be through:

- Discussions with the Admissions Team, SEND Team and course tutors.
- During the Annual Review Process,
- Meetings with external agencies, when appropriate.

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
- Student Welfare Officer: Julie Bebe
- Safeguarding Lead: Julie Bebe
- Deputy Safeguarding Leads: Jennifer Speed, Kim Pulman, Katie McKnight
- 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*.