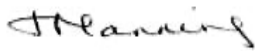
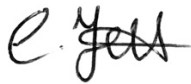




Special Educational Needs and Disabilities (SEND) Policy

Policy Ref: TMP16v8

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 2026
	Caroline Fell	Director of Learner Support		July 2026
Approved by	Martin Heaton	CEO		July 2026

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

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

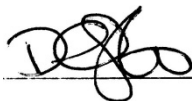
Special Educational Needs and Disabilities (SEND) Policy

Policy Ref: TMP16v8

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
v8	July 2026	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
v7	Claire Bolt, Board of Governors		Feb 2026

Date of Next Policy Review: July 2027

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.

Scope

This policy applies to all TMP College learners with special educational needs and/or disabilities, including learners with Education, Health and Care Plans, learners requiring reasonable adjustments under the Equality Act 2010, and learners whose additional needs are identified during their programme.

It applies to teaching, learning support, pastoral support, transition planning, safeguarding-related liaison, assessment arrangements, and partnership work with parents/carers, Local Authorities and external professionals

Aims

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

- Support the specific needs of learners.
- Promote effective partnership working with learners and, where appropriate, 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.

Introduction

TMP College is committed to meeting learners' individual needs, as far as is reasonably practicable, through high-quality teaching, appropriate support, reasonable adjustments and partnership working with Local Authorities, parents/carers and external professionals. This commitment is delivered in line with current legislation, statutory guidance and available 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 learners in a high-quality learning environment where every learner 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 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 is focused on meeting learners' individual needs. Learners are placed at TMP College by their home Local Authority and have Education, Health and Care Plans (EHCPs) written and monitored by that Local Authority. Each learner's EHCP is reviewed at least annually in line with the SEND Code of Practice: 0 to 25 years (2015). The outcomes identified in the EHCP provide the focus for planning and assessment for learning.

This policy is written in line with the requirements of:

- Children and Families Act 2014, Part 3, which sets out duties relating to children and young people with special educational needs and disabilities.
- SEND Code of Practice: 0 to 25 years (2015), which sets out statutory guidance for organisations working with children and young people with special educational needs and disabilities, including duties relating to Education, Health and Care Plans and partnership working.
- The Special Educational Needs and Disability Regulations (2014)¹
- Equality Act (2010)² 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)³
- Preparing for Adulthood⁴

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

¹ <https://www.legislation.gov.uk/ukxi/2014/1530/contents/made>

² <https://www.gov.uk/guidance/equality-act-2010-guidance>

³ <https://www.gov.uk/government/publications/send-guide-for-further-education-providers>

⁴ <https://www.ndti.org.uk/projects/preparing-for-adulthood>

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 College has a continuing duty to proactively identify and remove barriers, anticipate needs, and make reasonable adjustments without requiring a formal diagnosis in every case.

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 deciding whether to name TMP College in a learner's EHCP, the Local Authority sends the College a formal consultation, including a copy of the young person's EHCP. TMP College considers the learner's needs carefully and, where it believes it can meet those needs, completes a High Needs Funding application for submission to the relevant Local Authority panel.]

Admissions, Local Authority Consultation and Decision-Making

Where a Local Authority consults TMP College about a prospective learner, the College will consider the information provided, including the learner's Education, Health and Care Plan, professional reports, current provision, risk assessments and any relevant transition information.

In responding to consultation, TMP College will consider whether it can meet the learner's identified special educational needs and whether the placement would be suitable in relation to the learner's age, ability, aptitude and aspirations. The College will also consider the suitability of the curriculum offer, staffing, specialist support, learning environment, health and safety arrangements, peer group, resources and any reasonable adjustments required.

Where further information is needed, TMP College may liaise with the Local Authority, current or previous education provider, parents/carers, the learner and relevant professionals. Where TMP College believes it can meet need, it will work with the Local Authority to agree appropriate provision, funding and transition arrangements. Where the College believes it cannot meet need, it will provide clear reasons for the Local Authority.

EHCP Annual Reviews

TMP College will contribute to the statutory review of each learner's Education, Health and Care Plan at least annually, or more frequently where required. The annual review process will consider the learner's progress towards EHCP outcomes, the continued appropriateness of provision, any changes in need, preparation for adulthood outcomes and next steps.

The Director of Learner Support/SENCO will oversee the annual review process and ensure that relevant information is gathered from teaching staff, support staff, the learner, parents/carers, external professionals and, where appropriate, employers, social care or health services. Learner views will be gathered in a way that is accessible and meaningful to the individual learner.

Annual review meetings will consider progress, achievements, barriers to learning, attendance, behaviour, wellbeing, safeguarding considerations where relevant, communication needs, health or care needs and transition planning. Recommendations from annual reviews will be shared with the Local Authority so that it can consider whether the EHCP should be maintained, amended or ceased.

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 the professionals working with them. This may include in-class support, note-taking support, one-to-one or small-group support, transition support, support during unstructured time, support for developing friendships and interaction skills, pastoral support, positive behaviour support and counselling.

Individual Support Planning and Information Sharing with Staff

Learners with SEND may have individual support documents that identify their strengths, needs, aspirations, communication preferences, support strategies, risks and reasonable adjustments. These may include learner profiles, support plans, provision maps, risk assessments, personal care plans, healthcare plans, behaviour support plans, communication passports, access arrangement records or transition plans.

Relevant staff will have access to the information they need to support learners safely and effectively. Staff are expected to read, understand and follow agreed support arrangements for learners they teach or support. Individual plans will be reviewed when needs change, following significant incidents, as part of annual review processes, during transition planning or where staff, learners, parents/carers or professionals identify that changes may be needed.

Assess, Plan, Do, Review

TMP College uses an Assess, Plan, Do, Review approach to ensure that support for learners with SEND is personalised, evidence-informed and responsive to changing needs. This approach sits alongside each learner's EHCP outcomes, individual support planning, annual review processes and ongoing monitoring of progress, attendance, behaviour and wellbeing.

Assess: Staff gather and review information about the learner's strengths, needs, aspirations, barriers to learning, communication preferences, starting points and progress. This may include EHCP information, baseline assessment, learner voice, parent/carer views, staff observations, professional reports, attendance and behaviour information, safeguarding or wellbeing information where relevant, and advice from external specialists.

Plan: Staff agree the support, reasonable adjustments, teaching strategies, resources, interventions, targets and review arrangements needed to help the learner make progress towards their outcomes. Planning will be proportionate to need and will involve the learner, parents/carers, Local Authority and external professionals where appropriate.

Do: Teaching, learning support and pastoral staff implement the agreed support consistently in day-to-day practice. Staff use inclusive teaching, adapted resources, agreed communication approaches, assistive technology, therapy advice, behaviour support strategies and pastoral support as appropriate to the learner's needs.

Review: The effectiveness of support is reviewed through progress monitoring, learner feedback, staff feedback, parent/carer communication, annual reviews, external professional input and quality assurance activity. Where support is not having the intended impact, TMP College will revisit the assessment of need and adjust provision, targets or strategies as appropriate.

Resources and information will be adapted where reasonable and practicable. This may include accessible formats, enlarged materials, coloured paper, overlays or other reasonable adjustments where required.

Assistive Technology, Communication and Accessible Information

TMP College will make reasonable adjustments to support learners' access to learning, communication, assessment and participation in college life. This may include the use of assistive technology, adapted resources, accessible formats, specialist equipment, visual supports, communication aids, sensory resources and digital accessibility tools.

Where a learner uses augmentative and alternative communication, specialist software, communication passports or other personalised communication strategies, staff will be supported to understand and use these consistently. Learners will be encouraged to develop confidence in using communication and assistive tools in ways that promote independence, self-advocacy and participation.

Resources and information will be adapted where reasonable and practicable, taking account of individual needs such as visual impairment, hearing impairment, literacy needs, processing difficulties, sensory needs, physical access needs and communication preferences.

Accessibility Planning

TMP College will seek to identify and reduce barriers that may prevent learners with SEND and disabilities from accessing learning, support, information and the wider College environment. Accessibility considerations will include the physical environment, curriculum access, communication, information sharing, emergency evacuation, transport interface, personal care, specialist equipment and access to enrichment or community-based activity.

The College will review accessibility arrangements through learner feedback, parent/carer feedback, staff feedback, risk assessments, quality assurance activity, health and safety processes, annual reviews and external professional advice. Where barriers are identified, reasonable steps will be taken to remove or reduce them.

Requests for reasonable adjustments may be raised by learners, parents/carers, staff, Local Authorities or external professionals. TMP College will consider the learner's individual circumstances, the barriers identified, the adjustment requested, available evidence, health and safety implications, impact on access to learning and participation, and whether the adjustment is

reasonable and practicable. Decisions and agreed adjustments will be recorded and shared with relevant staff so that support is implemented consistently.

Behaviour, Placement Support and Risk of Breakdown

TMP College recognises that behaviour may be a form of communication and that some learners with SEND may require personalised support to manage anxiety, sensory needs, emotional regulation, communication difficulties, change, transitions or social interaction.

Where behaviour causes concern, staff will consider the learner's SEND, EHCP outcomes, communication needs, mental health, safeguarding context, environmental factors and any known triggers. Support may include positive behaviour support planning, risk assessment, review of reasonable adjustments, pastoral intervention, family liaison, external professional advice and Local Authority involvement where appropriate.

Before disciplinary action is considered, TMP College will take reasonable steps to understand whether the behaviour is linked to the learner's SEND or disability and whether additional or different support is required. This does not remove the need to keep learners and staff safe, but ensures that responses are proportionate, fair and informed by the learner's individual needs.

Where there is a risk of placement breakdown, TMP College will work with the learner, parents/carers, Local Authority and relevant professionals to review provision, risks, support strategies and next steps. Where necessary, an emergency review or interim review of the EHCP may be requested.

Assistance will be provided for personal care, medication requirements or related health support where this is identified through individual planning, risk assessment or healthcare arrangements.

Quality Assurance of SEND Provision

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

- Classroom observation by the Principal, Director of Education, 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,

Attendance and SEND-Related Barriers

TMP College will monitor attendance carefully and will consider whether absence, lateness or reduced engagement may be linked to a learner's SEND, disability, health needs, mental health, anxiety, transport arrangements, transition difficulties, safeguarding concerns or other barriers.

Where concerns arise, the College will work with the learner, parents/carers, Local Authority and relevant professionals to identify reasons for absence and agree support. This may include pastoral support, reasonable adjustments, review of timetable or transition arrangements, health advice, safeguarding referral, transport liaison or review of provision. Attendance information will be considered as part of support planning, progress monitoring and annual review processes.

Mental Health and Wellbeing

TMP College recognises that learners with SEND may experience additional mental health and wellbeing needs. The College will promote a supportive environment where learners are encouraged to communicate concerns and access appropriate help.

Mental health and wellbeing support may include pastoral support, tutorial support, reasonable adjustments, referral to safeguarding leads, liaison with parents/carers, Local Authority involvement, health service referrals and partnership working with external professionals.

Where a learner presents with significant mental health concerns or risk, staff will follow safeguarding procedures and seek appropriate support from the Designated Safeguarding Lead and relevant external agencies.

Safeguarding Links for Vulnerable Learners

TMP College recognises that learners with SEND may face additional vulnerability to safeguarding risks, including communication barriers, social isolation, bullying, exploitation, abuse, neglect, online harm, mental health concerns and difficulties in recognising or reporting unsafe situations. SEND support and safeguarding practice will therefore be linked through effective information sharing, risk assessment, pastoral support, staff vigilance and timely referral to the Designated Safeguarding Lead where concerns arise.

Staff working with vulnerable learners must follow TMP College's Safeguarding and Child Protection Policy, Safeguarding Policy - Adults at Risk, Intimate Care Policy, Administration of Medicine Policy, Positive Behaviour and Learner Disciplinary Policy, Bullying and Harassment Policy, and any relevant risk assessments or individual support plans. Where safeguarding concerns relate to a learner's SEND, medical needs, personal care, behaviour, attendance, transport, transition or mental health, staff should liaise promptly with the Designated Safeguarding Lead and relevant internal or external professionals so that support is coordinated and proportionate.

Learner Voice and Co-production

Learner voice is central to SEND provision at TMP College. Staff seek learners' views in ways that are accessible and meaningful to them, including through review meetings, tutorials, support planning, pastoral conversations and other appropriate communication methods. Where appropriate,

parents/carers and external professionals are involved so that planning reflects the learner's aspirations, strengths, needs and preparation for adulthood outcomes.

Adult Learners, Consent, Capacity and Advocacy

TMP College recognises that many learners are young adults and that their rights, views and choices must be respected. Where learners are aged 18 or over, staff will consider consent, capacity and confidentiality when involving parents/carers or sharing information. Learners will be supported to express their views in accessible ways and, where appropriate, may be supported by parents/carers, advocates, Local Authority representatives, social workers or other trusted professionals.

Monitoring and Impact

The impact of SEND provision is reviewed through learner progress data, EHCP outcomes, annual review evidence, attendance, behaviour records, learner feedback, parent/carer feedback, staff review, quality assurance activity and external professional input where appropriate. Findings are used to improve provision, inform staff development and support strategic planning.

TMP College involves external agencies where appropriate, including health services, social care services, Local Authority teams, specialist education professionals, and community and voluntary organisations, to gain specialist advice on meeting learners' SEND needs and supporting their families.

Therapies and External Professional Advice

TMP College will work with external professionals where appropriate to support learners' SEND, health, communication, therapy, social care, safeguarding and preparation for adulthood needs. This may include speech and language therapists, occupational therapists, physiotherapists, educational psychologists, specialist nurses, CAMHS or adult mental health services, social workers, careers advisers and Local Authority SEND teams.

Advice from external professionals will be used to inform teaching strategies, support plans, reasonable adjustments, risk assessments, personal care arrangements, communication approaches, annual reviews and transition planning.

TMP College commissions both Occupational Therapy and Speech and Language therapy from external professionals and offers a universal provision that includes indirect and direct support as necessary. Advice, guidance and training is also provided to course tutors to ensure teaching is accessible to all learners and communication needs are met.

Transition Planning

Transition planning begins before entry and continues throughout a learner's programme. TMP College works with learners, parents/carers, Local Authorities, schools, health and social care professionals, employers and next providers where appropriate to support effective transition into college, between stages of learning, and on to adulthood destinations. Transition activity may include information sharing, visits, taster sessions, review meetings, destination planning and preparation for changes in support.

Preparation for Adulthood

TMP College embeds Preparation for Adulthood across curriculum planning, learner support, EHCP outcomes, annual reviews and transition planning. Staff work with learners, parents/carers, Local Authorities and relevant professionals to develop aspirational, realistic and personalised outcomes that support learners to move towards adult life with increasing confidence, independence and choice.

Preparation for Adulthood planning considers four broad life domains: education, employment and training; independent living; community inclusion, friendships and relationships; and good physical and mental health and wellbeing. These areas are considered through teaching, pastoral support, therapies and external agency input where appropriate, so that learners' programmes support meaningful progress towards their preferred next steps.

Where appropriate, Preparation for Adulthood activity may include careers education, employer engagement, work-related learning, supported internship or employment pathway planning, travel training, independent living skills, communication and self-advocacy, community access, social participation, health education and preparation for changes in adult services. Learners' views are sought in accessible ways and used to inform targets, support plans, annual reviews and destination planning.

Destinations and Tracking Outcomes

TMP College will support learners to prepare for meaningful next steps in education, employment, training, supported employment, volunteering, community participation, adult services or other appropriate destinations. Destination planning will begin early and will be reviewed through tutorials, support planning, careers education, annual reviews and transition planning.

Where possible, TMP College will gather destination information after learners leave and use this information to evaluate the effectiveness of curriculum, support, preparation for adulthood activities and transition planning.

The effectiveness of SEND provision will be reviewed through destination information, learner progress data, EHCP annual review outcomes, learner and parent/carer feedback, attendance and behaviour monitoring, safeguarding and wellbeing information, and quality assurance activity. Findings will inform staff development, resource planning and updates to this policy.

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.

Individual targets are used to support ambition and progression.

Attainment is tracked and monitored by teaching staff and managers. Learners who are not making expected progress are identified promptly and appropriate action is taken.

Learners with Medical Conditions and Health Care Needs

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/carers, if appropriate.

Where a learner's SEND, disability, health condition, mobility, sensory need, communication need or anxiety may affect safe evacuation or emergency response, TMP College will consider whether a Personal Emergency Evacuation Plan or other emergency support arrangement is required. Plans will be developed with the learner, parents/carers where appropriate, relevant staff and external professionals where needed, and will be reviewed when circumstances change.

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) 2014⁵ and identified in TMP Policy *TMP14 Administration of Medicine Policy*.

Staff Training and Continuing Professional Development

TMP College is committed to ensuring that staff have the knowledge, skills and confidence to support learners with SEND effectively. Staff will receive induction and ongoing continuing professional development relevant to their roles and the needs of the learner cohort.

Training may include autism and neurodiversity, communication needs, positive behaviour support, trauma-informed practice, safeguarding learners with SEND, mental health and wellbeing, sensory needs, moving and handling, personal care, medication, assistive technology, reasonable adjustments, accessible teaching strategies and preparation for adulthood.

Specialist advice from external professionals will be shared with staff where appropriate so that recommended strategies are embedded consistently into teaching, support and pastoral practice.

Local Offer and Published SEND Information

TMP College will publish clear information about its SEND provision on the College website. This information will support learners, parents/carers, Local Authorities and external professionals to understand the type of needs the College supports, the provision available, the approach to reasonable adjustments, and the arrangements for transition, review and partnership working.

TMP College will work with relevant Local Authorities so that information about the College's provision can be considered alongside the Local Authority Local Offer. Where appropriate, the

⁵ <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

College will signpost learners and parents/carers to Local Authority SEND information, advice and support services, disagreement resolution services, mediation services and other relevant support.

Published SEND information will be reviewed regularly to ensure it remains accurate, accessible and consistent with this policy.

Roles and Responsibilities

The **Principal** is responsible for ensuring that this policy is reviewed annually, approved through the agreed governance route, and published on the College website.

The Director of Learner Support/SENCO:

The Director of Learner Support/SENCO is responsible for ensuring that operational practice remains aligned with the policy and with current SEND and equality duties. They 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 learners with SEND receive appropriate support.
- Ensure that the Annual Review process for individual learners is effective and informs future EHCP outcomes.
- Liaise with colleagues to ensure that EHCP outcomes inform personalised planning for learners 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 learners 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 learners' 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 learners 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 TMP College.

Class Teachers and Heads of Support will:

- Be responsible for the development of every learner 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 learners' EHCPs and identify any required changes to provision.
- Manage additional staff resources effectively to ensure learners are appropriately supported in their learning.
- Be a point of contact for parents/carers and external agencies to support learners' transitions when leaving TMP College.
- Provide professional guidance to colleagues and liaise with parents/carers and other agencies, where requested, to ensure that learners with SEND receive appropriate support outside of TMP College.
- Liaise with internal and external professionals to ensure that learners and their parents/carers are informed about options and transition plans in place.
- Attend Annual Review and Transition Review meetings for learners who are leaving TMP 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 CEO, Principals, Vice Principals and SENCO to determine the strategic development of the SEND policy and provision within the College.

Parent/Carer Communication and Partnership

TMP College values effective partnership with parents and carers while recognising the rights and wishes of learners, particularly those aged 18 and over. The College will seek to maintain clear, respectful and timely communication with parents/carers where appropriate and where this supports the learner's education, wellbeing and progress.

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 Learning Support Lead
- Head of Learner Support
- Director of Learner Support
- Senior Designated Safeguarding Lead: Kim Pulman

- Principal: Jackie Manning

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

SEND Complaints and Disagreement Resolution

The Director of Learner Support/SENCO is the lead contact for SEND matters. Current contact details for the Director of Learner Support/SENCO will be made available to learners, parents/carers, Local Authorities and external professionals through the College's published SEND information and reception arrangements.

Where a learner or parent/carer has a concern about SEND provision, they are encouraged to raise this as early as possible with the Course Tutor, Learning Support Lead, Head of Learner Support or Director of Learner Support/SENCO. The College will seek to resolve concerns promptly and constructively.

If the concern relates to the content of an EHCP, the level of provision agreed by the Local Authority, placement decisions, funding or statutory processes, TMP College may advise the learner or parent/carer to contact the relevant Local Authority SEND team. Learners and parents/carers may also seek independent information, advice and support through the Local Authority SEND Information, Advice and Support Service.

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

Where transport arrangements affect attendance, safeguarding, transition or access to learning, TMP College will liaise with learners, parents/carers and the relevant Local Authority where appropriate. The Local Authority remains responsible for statutory transport decisions, but the College will share relevant information to support safe and effective planning where this is in the learner's interests and in line with data protection requirements.

Data Protection, Confidentiality and Information Sharing

TMP College will handle SEND information in line with data protection legislation, confidentiality requirements and the College's relevant policies and procedures. Information about learners' SEND, EHCPs, health needs, safeguarding concerns, personal care, assessments and support arrangements will be shared only with staff and professionals who need the information to fulfil their role and support the learner effectively, and with appropriate regard to learner consent, capacity and safeguarding duties.