



SEND & Learning Support Policy

Aim

Academic Learning and Personal Support is available at Herefordshire, Ludlow, and North Shropshire College (HLNSC), the team offers individual support to help students to overcome barriers in accessing the curriculum. The Learning Support team aims to support students by facilitating reasonable adjustment to achieve their qualification. This is regardless of age, disability, gender reassignment, pregnancy and maternity, race and ethnicity, religion or belief, sex, or sexual orientation. The team provide specialist advice and guidance to tutors and parents, in addition to potential and current students.

Good quality learning support is underpinned by high quality teaching, learning and assessment and all college staff have a duty to make reasonable adjustments for students with SEND. The College is dedicated to fostering an inclusive learning environment where all students can achieve their full potential. This Learning Support Policy outlines our commitment to providing the necessary support and resources to students with diverse learning needs.

Definitions

Special Educational Needs and Disabilities (SEND):

An individual has special educational needs if they have a learning difficulty or disability which calls for specific educational provision to be made for them.

An individual has a learning difficulty or disability if they:

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

or

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

The Equality Act 2010 defines a disabled person as someone who has: a long term mental or physical impairment which has a significant impact on the person's ability to carry out normally day to day activities.

Additional Learning Support includes any activity that provides direct support for students enabling them to access the college, the learning environment or receive targeted academic intervention, that is over and above what is provided on a standard study program.

Scope

This policy applies to all students enrolled at the College, including those with disabilities, learning difficulties, mental health issues, or other specific needs that may affect their learning experience.



Objectives

- To identify and assess the individual learning needs of all students.
- To provide appropriate and effective support to enable students to overcome barriers to learning.
- To promote equality of opportunity and ensure that all students have access to the full range of educational experiences and resources.
- To create an inclusive learning environment that respects and values diversity.

Responsibilities

Head of Students Services and Head of Students Services for SEND: Provide full oversight of the cross-college service and financial commissioning and quality of delivery.

Student Learning Support Team: Provide application and high needs consultation support, transition assessments, create individual support plans, and offer specialized support and resources.

Faculty Staff: Foster an inclusive classroom environment, adapt teaching methods as necessary, and collaborate with the Student Learning Support Team to support students.

Students: Communicate their needs and participate in the support planning process.

Identification, Assessment and Support

Application: Disclosure of support needs is requested and assessed, if a high needs student, then formal consultation processes will take place and the EHCP will be reviewed at the colleges SEND Consultation Panel using the ECHP consultation document.

Initial Assessment: Upon enrolment, students will also be invited to disclose any learning support needs and undertake initial assessments. EHCP students will have an Individual Development Plan produced.

Ongoing Assessment: Faculty staff are encouraged to refer students who may need support at any point during their studies. High needs students will have weekly updates of support recorded in the SSA (Student Support Assistant) notes and termly reviews of progress.

Individual Development Plans (IDPs): Developed for students with identified high needs, outlining specific support strategies, triggers and reasonable adjustments.

Tutoring and Mentoring: Available to assist students with accessing the environment and academic challenges.

Assistive Technology: Provision of tools and resources to aid learning are made available by the college based on individual need.



Policies

Pastoral Support Services: Support for students with mental health and emotional well-being issues is available on each campus in the wellbeing HUB.

What can the Student Learning Support team provide?

The purpose of learning support is to make sure that all students can fully access the curriculum and any barriers to learning are overcome. The Student Learning Support team can provide support in many ways, including:

- Assessment of support needs using Education, Health and Care Plans (EHCP), Moving on Plans or Individual Education Plans (IEPs), liaising with the Local Authority (LA) Special Educational Needs Teams or Careers Wales.
- Targeted access support – reader/writer, scribe, communicator, interpreter technologies, note-taker, (list not exhaustive).
- Assessment of classroom and exam access arrangements.
- English and Mathematics support.
- Support for students with:
 - o Physical disabilities
 - o Specific learning difficulties (dyslexia, dyspraxia, dyscalculia)
 - o Neurodiversity
 - o Sensory impairment
 - o Social and communication difficulties
- Study skills – exam revision.

The team offers support to students in and out of the classroom on a small group or one to one basis. The College also works with external agencies to extend the level of support and expertise available to the students.

The College is committed to ensuring that it complies with the

- Equality Act, 2010.
- Children and Families Act, 2014.
- Special Educational Needs and Disability Code of Practice: 0 to 25, 2014.

Student Exemption from English and Mathematics

Students with an EHCP or a special educational need and/or disability (as defined under the Equality Act 2010) who are assessed as not able to study towards either GCSE or a steppingstone qualification can apply for an exemption. If the student with SEND would



Policies

potentially be exposed to significant distress / potential harm if they were to formally study English and math's or they have reached their aspirational target for English and math's based on their individual needs, teachers can apply for an exemption.

Additionally, students with an overseas qualification that is established as equivalent to GCSE grade 4 or above can also access an exemption.

The Curriculum Team Leader, Head of English or Head of Mathematics can apply for a student exemption during the initial 42 enrolment day window. Evidence of diagnostic assessment, student work or medical/learning need and the reason for the request must be submitted using exemption form (Appendix 4). All exemptions will be considered on a case-by-case basis and evidence of embedding literacy and numeracy within their study program must be documented.

The exemption must be approved by the Head of Student Services, DSL & SEND Lead and the relevant curriculum Vice Principal. If approved the exemption form will be sent to Head of MIS and recorded on EBS.

Confidentiality

All information regarding a student's individual learning needs will be handled with confidentiality and shared only with relevant staff, as necessary, to provide appropriate support.

Who can access Learning Support

Learning support can be accessed by all students and is allocated based on a student's level of need and study route.

- Students on ESFA study programs with an identified need stated in an Educational, Health and Care Plan (EHCP), Moving on Plan or Individual Education Plan (IEP).
- HE students who have a DSA (Disabled Student Allowance) will have an agreed package of support in place when they enrol, and the support team may be involved in providing certain aspects of that support. Students need to apply for this as soon as possible so that support is not delayed using <https://www.gov.uk/disabled-students-allowance-dsa>
- SEN support for students who do not qualify for individual in class support however the support team can provide study skills workshops and drop-in support sessions on each campus.
- Work based learners and apprentices who have a support need are offered additional support either at college or online via our Support Connect partner using online technologies.

Every effort is made to provide SEND support at a day and time convenient to each student and students are placed as quickly as possible after referral – ideally within 10 working days. Non-attendance is followed up promptly and fed back to the tutor. Should a student fail to attend three learning support booked sessions without a valid explanation support may be ceased.



ACCESSING LEARNING SUPPORT

Advice regarding SEND Support can be obtained through:

- HLNSC marketing events and promotional literature.
- Through enquiries and the admissions advice and guidance events.
- During enrolment and induction.
- At any stage throughout a course of study or prior to study.
- During LA consultation for an applicant with an Education Health and Care Plan (EHCP).
- Consultation with Careers Wales for an applicant with an IEP.

Student learning support arrangements and discussions can be made prior to enrolling on a course at HLNSC with the Head of Student Support for SEND and/or the EHCP Coordinator in conjunction with the Special Educational Needs Team at the student's Local Authority or Careers Wales.

REQUESTING LEARNING SUPPORT

DURING ADVICE AND GUIDANCE OR AT ENROLMENT:

The interview and enrolment forms ask the student for declaration of any learning support needs. Completion of this will initiate a response from the learning support team differentiated by campus.

DURING THEIR COURSE OF STUDY:

An email with the student's details and identified barriers or challenges in accessing the curriculum sent to the Head of Student Support for SEND or the Student Support Coordinator will initiate an initial assessment.

Students can also self-refer and email directly.

**All requests must be submitted to: Bridget Snasdell email: b.snasdell@hlnc.ac.uk
The assessment outcome will determine the type and level of support**



HIGH NEEDS SSA SPECIALIST SUPPORT

Where a higher level of support is required such as a 1:1 or small group support the students' needs are discussed with the Local Authority to ascertain funding and support is allocated. See Appendix 1.

Managed by the Head of Student Support for SEND the support is allocated on a scale of 1-10 identifying complexity and level of interventions needed.
See Appendix 2



UNIVERSAL STUDENT SUPPORT ASSISTANT (SSA) PROVISION

Where a low level of SSA support is required in class or for a drop in / workshop approach.

The request is issued to the Student Support Coordinator and support is provided by an SSA within/outside class or in a study skills workshop.

This support can be 1:1 or as a small group and for a set time period. This will be usually weekly or fortnightly for 6-8 weeks then reviewed.



EXAM ACCESS ARRANGEMENTS (EAA)

Where exam access arrangements are required, the request is submitted with the required evidence by the tutor via EBS.

This is accessed by the EAA Administrator at Hereford campus who will facilitate the EAA process.

Please refer to the exam access arrangements policy.



High Needs Statutory Review Requirements

- The first statutory duty for meeting educational needs for young people with SEND is differentiated teaching and support. If tutors have any concerns regarding a change in behaviour, an escalation of behaviour, disciplinary concerns or a safeguarding concern please inform the HSS & DSL or HSS.
- Personal tutors will link with HSSS and update EBS on a termly basis to review student academic and section F targets and PFA (Preparation for Adulthood) progress.
- Any in-year changes or concerns will be reported to the HSSS, EHCP Coordinator and the funding Local Authority. Key partners will be contacted if necessary to arrange an emergency review meeting. The EHCP/IEP and agreed provision will be updated following the review meeting.
- All EHCP's must be formally reviewed annually, EHCP Coordinator will arrange the multi-agency review and chair the review meeting. The personal tutor and student support staff will attend if possible or as an exception provide written feedback in the event, they are unable to attend.
- All EHCP and high needs support is managed in line with the colleges SEND/EHCP Quality Cycle.

Monitoring and Review

The effectiveness of the SEND & Learning Support Policy will be monitored regularly through feedback from students, staff, and external audits. The policy will be reviewed annually to ensure it remains current and effective.

Complaints and Appeals

- Students who feel that their learning support needs are not being met can speak to the Head of Student Support for SEND or submit a complaint in line with the college's complaints policy.
- Appeals against decisions related to high needs student learning support will be handled according to the College's admissions appeals process or if appropriated the complaints policy.

Communication

- This policy will be made available to all students and staff via the College's website and student handbook.
- Regular training and updates will be provided to staff to ensure they are aware of their roles and responsibilities under this policy.

Conclusion

The College is committed to ensuring that all students have the opportunity to succeed in their studies. Through this SEND & Learning Support Policy, we aim to provide a supportive and inclusive educational environment where all students can thrive.



Associated Policies

Safeguarding and Child Protection Policy

Admissions Policy

Criminal Convictions Policy

Fitness and Safety to Study Policy

Version History

1.2 March 2025 – updated and approved by CMT



Process for Applicants with an EHCP



Route 1- 4 overseen by Head of Student Support for SEND (HSSS).

The threshold for not being able to meet need is:

- The setting is unsuitable for the age, ability, aptitude or special educational needs ("SEN") of the child or young person.

OR

- The attendance of the child or young person would be incompatible with the provision of efficient education for others.

On completion of colleges SEND consultation panel if student needs identified in section F of EHCP or IEP cannot be met:

- The HSSS will inform the LA via the consultation response form OR a formal letter with a written justification.
- The student services team will be informed of the applicant's name and date of birth to ensure their application if received or queried it is directed to the HSSS.
- If the LA formally challenge the decision taken by HLNSC then the Head of Student Services and DSL (HSS & DSL) will review the consultation and ask for details regarding the challenge or if they have further evidence to present to allow for reassessment of the case. The application will then be reassessed at SEND Panel.
- If on reassessment need cannot met the HSS&DSL will write to the LA with the reasoning for the college decision.
- If the LA or parent/carer wishes to appeal the decision made by the curriculum and colleges specialist SEND team then the appeal will be reviewed in line with the admissions policy appeals process.
- If the case is progressed by the LA to a SEND tribunal the HSS & DSL, Vice Principal and Deputy Principal will agree the most relevant College representative on a case-by-case basis.



HLNSC Targeted Levels of SEND Student Support:

HLNSC Target Levels of Support

All students who have an identified SEND will be allocated support as below:





SEND High Needs Quality Cycle

