



Special Educational Needs and Disability (SEND) Policy 2026- 2027 - Further Education and Apprenticeships

Equality Impact Assessment: Askham Bryan College recognises the importance of the Equality Act 2010 and its duties under the Act. This document has been assessed to ensure that it does not adversely affect staff, students or stakeholders on the grounds of any protected characteristics.

1. POLICY STATEMENT

- 1.1 Askham Bryan College is committed to welcoming all applications and ensuring that every student has equal access to an education that enables them to reach their full individual, social, emotional, and academic potential. For higher education students, please refer to the Higher Education Reasonable Adjustments Policy.
- 1.2 The College will take all reasonable steps to ensure that appropriate adjustments and support arrangements are in place for students identified as having special educational needs or disabilities. Our aim is to ensure that no student is placed at a substantial disadvantage due to a disability or learning need, and that the support provided enables their success, participation, and achievement.
- 1.3 The College is fully committed to fostering an inclusive learning environment that meets the needs of all students, including those with disabilities. We strive to ensure that students are able to participate as fully as possible in all aspects of the learning experience.
- 1.4 The College recognises and adheres to the definition of disability as set out in the Equality Act (2010).

2. PURPOSE

- 2.1 The purpose of this policy is to set out the College's approach to special educational needs and disability. Provision within this policy applies to all students who are identified as having special educational needs ('SEN') or disabilities (together 'SEND').
- 2.2 This policy aims to ensure that the College meets its statutory duties as outlined in the Special Educational Needs and Disability (SEND) Code of Practice 2015, Children and Families Act 2014, Special Educational Needs and Disability Regulations 2014 and Equality Act 2010. The Special Educational Needs and Disability (SEND) Code of Practice 2015 arises from the Children and Families Act 2014 and provides statutory guidance for organisations who work with and support children and young people with SEND, aged 0-25.

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- 2.3 This policy also aims to ensure that College arrangements for young people with SEN or disabilities are fulfilled and that Askham Bryan College at all times adheres to the Special Educational Needs and Disability (SEND) Code of Practice 2015.
- 2.4 The SEND Code of Practice states that students have 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 prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream post-16 institutions.
- 2.5 The College's Equality and Diversity Policy states that all staff and students will receive fair and equal treatment.

3. SCOPE

- 3.1 Although Askham Bryan College's commitment to supporting and encouraging and enabling students with SEND applies to all students, the Special Educational Needs and Disability (SEND) Code of Practice 2015 does not apply to students on higher education (HE) courses.
- 3.3 For details of what support if available for Higher Education students with SEND, please see the Guidance for Disabled Students Higher Education, which is available on Moodle.

4. RESPONSIBILITIES

- 4.1 The Head of Inclusive Services and Curriculum Team Leader (SEND) will have overall responsibility for ensuring compliance with this policy.
- 4.2 The Head of Inclusive Learning is responsible for maintaining and updating the Local Offer on the College and Local Authority websites.

Head of Inclusive services and Curriculum Team Leader (SEND)

- 4.3 The Head of Inclusive services and Curriculum Team Leader (SEND) will, together with the Inclusive Services Team:
- review applications and contact students' for initial Inclusive Support Assessment (in conjunction with Inclusive Services Team);
 - determine support requirements and allocating support appropriately;
 - ensure high quality and appropriate support is given to students with specific learning difficulties and disabilities;
 - ensure that effective arrangements are in place to assess and identify support required for students who require and are eligible for exam access arrangements;
 - Liaise with local authorities (LAs) to ensure that sufficient funding is provided to meet learner needs and requirements;

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- provide local authorities with necessary paperwork/forms to support any funding claim;
- set Inclusive Services costings for each funding claim and ensuring evidence matches (in conjunction with Finance and MIS);
- maintain up-to-date records and evidence available for data collection and audit (in conjunction with EHCP and High Needs coordinators, LSPs and ALS, Finance and Administration Officer);
- ensure that the correct access arrangements are in place up to 4 weeks prior of exams;
- ensure that evidence for support in exams (access arrangements) is up-to date and is provided in a timely fashion.

Staff Responsibilities

4.4 Must inform the Inclusive Support Team immediately if a student enquires, attends a taster day(s) or open event(s), who discloses an EHCP or high/SEN needs. This is to ensure the statutory EHCP consultation process has been completed before any unconditional offer of a place is made. No place should be offered without first discussing support needs with the Inclusive Services Team. This is inclusive of short courses and apprenticeships.

Curriculum delivery staff responsibilities:

- Deliver a curriculum that enables all students to make meaningful progress
- Foster an inclusive and supportive learning environment
- Ensure that all teaching and learning materials are accessible to every learner
- Ensure that students with SEND are not disadvantaged by teaching or assessment methods
- Adapt their delivery styles and assessment approaches (subject to awarding body regulations), to meet the individual needs of students
- Monitor, track, and record learner progress effectively
- Maintain strong working relationships with the SEND team and ensure that all required learning-related reasonable adjustments are implemented
- Work collaboratively with any support staff allocated to students in their classes
- Engage in continuing professional development that enhances their knowledge and understanding of SEND

- The Inclusive Services teams have responsibility to provide Integrated Support Plans for EHCP students, which are accessible to teaching and support staff and thus minimise barriers to learning, support, progression and independence

- Curriculum staff have the responsibility to provide SEN support and registering declared SEN needs and support required in pro monitor by the end of the first half term.

- All teachers and Inclusive services staff have the responsibility to read, apply and review student support information and respond to changing circumstances

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Inclusive Services team:

- Work collaboratively with teaching staff to ensure the effective implementation of agreed support strategies
- Communicate with teaching staff regarding any issues that arise which may affect the students they support
- Alert the relevant curriculum or inclusive services team member to any concerns or issues relating to a supported learner
- Maintain timely and accurate records of the support provided, with a particular focus on effective strategies used and learner progress against the needs and outcomes in their Education, Health and Care Plan
- Minimise disruption to teaching and learning while delivering support
- Support students in a way that upholds academic standards and promotes independence

Students', parent and carers or guardians' responsibilities:

- Disclose their needs at the earliest possible opportunity
- Attend scheduled support meetings and review sessions
- Engage with and act upon the support strategies agreed with staff
- Inform the College promptly of any changes to their needs

5. DISCLOSURE

5.1 The College will only share Personal Data, including Special Category Data, with a third party organisation where the College is legally entitled to do so and where there is a lawful basis for doing so.

5.2 The College actively promotes pre-enrolment disclosure of SEND at the earliest opportunity. Opportunities for disclosure will be provided before, during and after application, including during and after enrolment. This may be by one or more of the following:

- SEND Reviews in Schools
- Local Authority Panel Meetings
- Meetings with SEND Officers
- Special Educational Needs Coordinators (SENCO's) in School
 - Meetings with Students and Parents at Open Events
 - Application Process
- Student Interview
- Education Health and Care Plans
- Enrolment Process
- Self-Referral
- Child and Adolescent Mental Health Services (CAMHS) Information
- Other documentation
- College open events: The College will ensure that staff are available at the open events to discuss what support is available.

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- 5.3 Where the College is aware that a young person with an Education Health and Care Plan (EHCP) intends to apply to us, then a member of the Inclusive services team will liaise with the relevant local authority to ensure appropriate consultation responses are offered in the best interests of the young person
- 5.4 Any applicant that declares SEND will have their needs discussed with their Curriculum team to determine what, if any, support is needed.

6. TRANSITION INTO COLLEGE

- 6.1 Transitions are important points in a student's educational journey. At transition points the College will work with applicants', parents and carer, current schools where appropriate to ensure smooth transition for students to whom this policy applies.
- 6.2 Where a learner has an EHCP, the transition plan will be offered throughout the summer term. The implementation of this transition plan may need negotiation with the Local Authority to ensure funding is available to meet the learner's needs.
- 6.3 In addition to transition activities for all, SEND transition support may include:
- Where required visits to students' schools/settings by staff from the new setting
 - Meetings between SENDCOs of previous/current and new setting
 - Inclusive learning taster events
 - Additional induction sessions for students with SEND
 - Other events appropriate to the College
 - Other activities bespoke to the needs of individual students with a high level of need.

Applicants who apply late/ change Askham Bryan centres may have a reduced transition offer.

7. SUPPORT WHILE IN COLLEGE

- 7.1 The College is committed to providing the support necessary to ensure that students with SEND can access their programme of study without being disadvantaged. We work to meet individual needs through thoughtful planning and high-quality teaching and learning, supplemented by additional support strategies for those who require them. All teaching and learning support staff must make reasonable adjustments in order to provide adaptive teaching and learning to meet the needs of students
- 7.2 The College is committed to ensuring that all students with Special Educational Needs and/or Disabilities (SEND) receive tailored support that enables full access to their programme of study. SEND support is designed to be flexible, creative, and responsive so that individual needs are met effectively and without disadvantage. To achieve this, the College may implement a range of support strategies, which can include:
- Access to ICT and assistive learning technologies to enhance study skills and promote independence
 - Assessment of appropriate examination access arrangements
 - Orientation support to enable students to navigate the campus safely and confidently
 - Access to quiet and/or sensory breakout spaces

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- Communication support for Deaf or hard-of-hearing students
- Meet-and-greet support on arrival to College
- In-class support where specified within an Education, Health and Care Plan (EHCP)

7.3 Assistive Technology is offered where appropriate to promote engagement in College and independence in learning. Askham Bryan encourages 'bring your own device' so students have access to their personal technologies. Students EHCP or student's continued normal way of working may require the loan of equipment e.g. a laptop, tablet, reading pen as part of their support package. Priority will be given to those students for whom adaptive technology is essential in order for them to be able to access the curriculum. A College loan agreement outlining terms and conditions of responsibilities is issued to the student, if under the age of 18 requires parental approval.

7.4 Individuals that have disclosed disabilities and medical conditions would normally work with their course manager will be shared as part of their induction to the College. Part of this process would agree that the PEEP be shared with the College staff who would work with the student during their time at College.

8. EDUCATION AND HEALTH CARE PLANS

8.1 Some students with SEND will have an Education, Health and Care Plan ('EHCP') from their home local authority, which sets out their difficulties and support needs.

8.2 Under the Special Educational Needs and Disability (SEND) Code of Practice 2015, local authorities must consult with the College about a young person with an EHCP to ensure that the College can meet their needs before they can be enrolled onto any learning programmes. The College, however, has a duty to admit that young person if the College is named as a provider in the EHCP. Students, in some cases will be offered a place that the College identifies as the most appropriate in line with their needs and interests, even if this differs from the learner's initial preference.

8.3 Students with an Education, Health and Care Plan (EHCP) will have their progress monitored regularly throughout the academic year, and their EHCP will be formally reviewed on an annual basis. Parents and carers will be kept informed at every stage of the process, and all relevant professionals will be invited to participate in the annual review. Preparation for Adulthood will be a central element of the outcomes agreed within each learner's EHCP while they are at the College.

Annual Review

8.4 Formal Review meetings will be held annually in line with statutory guidance. As part of the formal reviews, we will gather views from all involved in the student's learning journey, i.e.

- the views of course manager, tutors and learning support practitioners';
- the views and experience of parents/carers;
- the student's own views;
- advice from external support services, where required.

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- 8.5 Reviews must focus learner's progress towards achieving the outcomes specified in the EHCP.
- 8.6 A focus of these reviews will also be on preparing for adulthood. The review process will enable changes to be made to an EHCP so it remains relevant to the needs of the young person and the desired outcomes. These amendments are made by the EHCP coordinators who forward to the Local authority to retain centrally.

Preparation for progression

- 8.7 Students with SEND requirements are signposted to the College SEND Careers advisor for high quality impartial careers Information, Advice and Guidance (IAG) and from external professionals. Careers Advice is available to all students which aims to raise aspirations, develop career ready skills and plan for progression.

Exam Access Arrangements

- 8.9 When exam access arrangements are required, the Exams Access Arrangements Coordinator can apply to the external specialist assessor for additional support or special arrangements for examinations and assessments. Access arrangements allow students with SEND, disabilities or temporary injuries to have access arrangements in formal exams if eligible. Access arrangements must be based upon identified need through an EHCP, previous form 8, or declared SEN and normal way of working in the classroom which must be evidenced by the curriculum tutors to meet the needs of the individual candidate without affecting the integrity of the assessment. It is the schools and parents' responsibility to provide colleges with information regarding individual student's previous exam access arrangements or a form 8.
- 8.10 These arrangements may differ to those a candidate has previously been awarded in their previous education setting and will require re-assessment of access arrangements upon commencing with the College, and the records of regular consistent normal way of working documented on ProMonitor from curriculum tutors. However, the College will work with candidates to ensure that the appropriate support is provided.

9. RECORD KEEPING

- 9.1 The College will keep accurate information on ProMonitor to evidence the SEND support that has been provided over a student's time in College and its effectiveness along with an up to date individualised learning plan.
- 9.2 Details of what additional or different provision the College has made to meet a student's SEND and their progress towards specified outcomes will be recorded.
- 9.3 The information will be used as part of regular discussions with the student and, where appropriate, the family, about the student's progress at College meetings and statutory support and annual review meetings as part of the EHCP process, the expected outcomes and planned next steps.

10. CONTINUAL PROFESSIONAL DEVELOPMENT

10.1 The College is committed to ensuring high-quality continuing professional development (CPD) for all staff, the College will provide opportunities for staff to develop their SEND knowledge relevant to their role. This includes ongoing reflection, identification of appropriate professional development opportunities, and regular updates and training from local partner agencies.

11. MONITORING AND REVIEW

11.1 The Head of Inclusive Services and Curriculum Team Leader (SEND) will maintain oversight of the effectiveness of these arrangements.

11.2 This policy and the implementation arrangements which underpin it will be reviewed annually via the College's self-assessment process by the Head of Inclusive Services and Curriculum Team Leader (SEND) in order to:

- Continuously improve the quality of education and support provided to students with SEND;
- Strengthen and refine procedures for organising and delivering support;
- Ensure that resources allocated to departments for supporting SEND students are used effectively and efficiently;
- Monitor and evaluate the retention, achievement, success, and progression of students with SEND; and
- Identify any achievement gaps and implement targeted actions to address them

11. SUPPORTING/RELATED DOCUMENTS

- Fitness to Practice Policy and Procedure
- Set for Success Policy and Procedure
- FE Examinations Policy and Procedure
- Admissions Policy (FE) and Procedure
- Student Residential Accommodation Policy
- HE Reasonable Adjustments Policy
- Data Sharing Policy

12. RELEVANT LEGISLATION

12.1 In all aspects of this policy the College will comply with the following legislation:

Equality Act 2010

Special Educational Needs and Disability (SEND) Code of Practice 2015

Children's and Families Act 2014

Data Protection Act 2018

13. DOCUMENT HISTORY

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