

# DERBY COLLEGE GROUP POLICY



## SEND and Learning Support Policy

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Executive Owner:	Deputy CEO
Owning Strategy / Department:	Pastoral and Academic Support Strategy / Student Experience and Pastoral Support
Approval Board / Committee / Group:	SLT
User Group:	Employees, Students, Stakeholders, Parents.
Relevant To:	Group Wide, Parents/Carers and Students
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Date:	June 2025
Ref:	SS/AD
Originator:	Head of SEND and Learning Support/Vice Principal of Student Experience and Pastoral Support
Area:	Student Experience

**POLICY – PROCEDURES – GUIDELINES – RELATED DOCUMENTS**

Once printed, this is an uncontrolled document. Refer to Policy Portal for latest version.

## Policy Accountability and Implementation

Policy Title:	SEND and Learning Support Policy
Policy Author / Reviewers:	Head of SEND and Learning Support/Vice Principal of Student Experience and Pastoral Support
Policy Implementation:	Head of SEND and Learning Support/Vice Principal of Student Experience and Pastoral Support
Policy Monitoring and Compliance:	Head of SEND and Learning Support/Vice Principal of Student Experience and Pastoral Support
Policy Review Timeline:	Annual

### Synopsis:

This policy sets out DCG's approach to SEND and learning support and our commitment to equal opportunities.

### Classification

- Not Classified (NA)

### Publication

- Intranet – Policy portal
- Student VLE (Moodle)
- DCG Website

### Empowering/related legislative and/or authoritative references:

- The Equality Act (2010),
- The SEND code of Practice (2015),
- The Children and Families Act (2014)
- Keeping Children Safe in Education
- JCQ Access Arrangements and Reasonable Adjustments Regulations

## Periodic Policy Review / Change History

Note: Please make it clear if change/review relates to procedures, guidelines and associated documents only or it is a rationale for a new or substantive policy review.

Version	Reviewed / Modified by:	Change History	Advisory committee / groups or specialists	Review / Meeting Date/s
V2	Sarah Le Good	Reviewed with minor changes to rewrite in 2015, ALS Policy.	Anita Traffon	Jan 2016
V2.1	Sarah Le Good	No amends 2016/17 - full review to be completed 2017/18		Jan 2017
V3	Sarah Le Good	Full review and referenced to 2017 – 2020 Strategies and priorities	Kate Martin	Nov 2017
V4	Sarah Le-Good	Full review Revised information on Apprenticeship and ESOL support Updated regarding DSA for HE Updated regarding conditional offers depending on Funding for High Needs Students Updated regarding support for adults in non-traditional delivery	E, D & I group consultation	November 2018
V5	Sarah Le-Good	Procedure flowcharts added to Section 9		June 2019
V6	Director of Inclusion	<ul style="list-style-type: none"> <li>• Full review – language, titles, processes</li> <li>• Revised information on Apprenticeship and Adult support via Cognasist</li> <li>• Revised information regarding ESOL support team</li> <li>• Revised information for HE Support, updated info regarding DSA for HE</li> <li>• Updated regarding conditional offers depending on Funding for High Needs Students</li> <li>• Updated regarding support for adults in non-traditional delivery</li> <li>• Procedure flow charts removed – no longer detailed enough. Proposed new specific process documents to be developed and populated 20/21</li> </ul>	Inclusion Policy consultation group. Head of Behaviour for Learning, HE - Director of HE & Higher Education and Higher Level Skills Manager, Subcontracting – Quality Manager, T&L – Director of Teaching, Learning &	November 2020

Version	Reviewed / Modified by:	Change History	Advisory committee / groups or specialists	Review / Meeting Date/s
			Academic Research	
V7	Director of Inclusion	<ul style="list-style-type: none"> <li>Reviewed with minor changes</li> <li>Added information around DCGs Graduated Response Approach to Individual Pupils/Students (GRIP) – section 2.</li> </ul>	Head of Behaviour for Learning, HE - Director of HE & Higher Education and Higher Level Skills Manager, Subcontracting – Quality Manager, T&L – Director of Teaching, Learning & Academic Research	July 2021
V8	Director of Student Experience and Pastoral Support  Learning Support Manager	<ul style="list-style-type: none"> <li>Changed titles from 'Inclusion' to Learning Support</li> <li>Added policy: SEND code of Practice (2015)</li> <li>Added additional processes</li> <li>New links to Learning Support Handbook</li> </ul>		January 2023
V9	Head of SEND and Learning Support	<p>Changed titles from 'Learning Support' to 'SEND and Learning Support'</p> <p>Added clarity to processes and procedures for DCG.</p> <p>Added a line re: 'best endeavours' in the Policy statement</p> <p>Defined the roles and responsibilities</p> <p>Amends to the review and expiry dates to bring inline with the academic calendar</p>	VP – SE and PS	November 2024
V9	Head of SEND and Learning Support	Under definitions: included: Learning Support, EHCPs and High Needs Graduated Response Model	Diversity, Inclusion and Belonging Steering Group	June 2025

Version	Reviewed / Modified by:	Change History	Advisory committee / groups or specialists	Review / Meeting Date/s
	VP – SE and PS			

## 1. Policy Statement

Derby College Group (DCG) is committed to equitable access to learning by providing reasonable adjustments to remove barriers. This aligns with DCG's mission and strategic ambitions for 2020–2025.

DCG fosters inclusive, high-quality teaching tailored to individual needs, supporting students at all levels, including those with special educational needs. Personalised support, advice, and guidance are available, and students are encouraged to share their support needs from the application stage to ensure appropriate measures are in place.

For students with Education Health and Care Plans (EHCPs), DCG requires a legal consultation from the Local Authority to assess if it can meet their needs before enrolment. (which can only occur after DCG has been named in the student's EHCP).

In line with the SEND Code of Practice, DCG will use their best endeavours to secure an appropriate educational provision to meet the needs of students.

The intent of all support is to aid personal development, enabling students to progress to the next stages of their intended destination.

DCG takes its legal responsibilities seriously and seeks to go beyond what is required by law, putting SEND students at the heart of all planning, delivery and assessment.

[The Learning Support Handbook \(derby-college.ac.uk\)](https://derby-college.ac.uk)

## 2. Definitions

The **SEND Code of Practice** defines **Special Educational Needs and Disabilities (SEN/D)** as follows:

A child or young person has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. This includes:

1. Having significantly greater difficulty in learning than the majority of others of the same age.
2. Having a disability that prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools or post-16 institutions.

### **Disabilities:**

Under the **Equality Act 2010**, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Code of Practice emphasizes the importance of identifying and meeting the needs of children and young people with SEND to support their education, well-being, and progression.

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk), the Children and Families Act (2014) and related guidance [Department for Education \(publishing.service.gov.uk\)](http://publishing.service.gov.uk) and [SEND Code of Practice \(2015\)](#).

### **Learning support**

**Learning Support** at Derby College Group (DCG) refers to the personalised assistance provided to students who have an identified support need that affects their ability to access learning. This includes, but is not limited to, students with special educational needs or disabilities.

### **Education, Health and Care Plan (EHCP)**

An **Education, Health and Care Plan (EHCP)** is a legal document in England that outlines the education, health, and social care support a child or young person with significant and complex special educational needs (SEN) requires to achieve their goals. **Legal Status:** Once issued, the EHCP is legally binding. Local Authorities must ensure the support outlined is provided.

### **High Needs**

A student aged 16–25 who requires an Education, Health and Care Plan (EHCP) and whose support costs exceed the nationally set threshold (currently £6,000 per year), requiring additional top-up funding from the Local Authority.

### **3. Principles in Delivering Provision**

#### **Identifying SEN**

All students will be encouraged to share any identified support needs during the admission and enrolment process to enable the implementation of support and reasonable adjustments to occur.

Where a support need is declared, the Learning Support Team will discuss with the student how they will provide support. Students, parents/carers, their network of support, and external professionals will be encouraged to provide any associated evidence and documentation to inform support planning.

Some needs may emerge after a student has begun a programme. Those with emerging needs post enrolment can also be referred for an assessment of learning support needs. Where staff identify a potential learning support need it must be referred to the Learning Support Team via Promonitor or OneFile for support at any time during the academic cycle.

#### **Admission and Enrolment of Students with Education Health and Care Plans**

Students with EHCPs have an additional step in the admissions process:

- The Local Authority (LA) will consult with the DCG with the most recent version of the EHCP
- DCG will be consulted by the LA about the student's proposed admission based on the information in their EHCP. It is DCG's legal duty to make an assessment and share with the LA if DCG can legally meet and individual's needs.
- DCG follows the legal guidelines from the SEND Code of Practice and typically completes this assessment within 14 days.

- All assessments are made taking into account the resource and ability DCG has to meet individual needs.
- Any impact on the efficient education of others is also taken into account.

For all students with EHCPs, their EHC plan and any associated evidence will support the legal assessment of whether DCG is able to meet needs. Where an EHCP is outdated and does not reflect the young persons presented or shared needs DCG will ask the LA to provide further information, and the consultation process may be paused until the necessary information is provided.

Enrolment cannot take place until DCG has agreed we can meet needs, this may not be wholly in accordance with the EHCP and the LA will be advised of any provision that cannot be delivered by DCG. All applicants will also need to meet all entry criteria for the programme applied for and receive a curriculum offer.

### **Learning support in college**

Where a student has a learning difficulty or disability that calls for special educational provision, DCG will use its best endeavours to put appropriate, evidence based, support in place. This will involve taking the graduated approach described in the SEND Code of Practice to assessing need, planning and providing support and reviewing and evaluating the support so that it can be adjusted where necessary.

The student (and, for those aged under 18, their parents) will be involved in discussions and reviews. A Teaching Support Plan will be put in place for such students which will be shared with relevant staff and subject to regular review.

### **Support we can provide to students:**

- Meet to discuss SEND and Learning Support needs, complete and review an individual Teaching Support Plan.
- Invite to open evenings and conduct show arounds before application or create bespoke transitional visits and annual transition events.

- Interview support, at request.
- Manage and lead EHCP meetings and reviews, if DCG agree to meet the needs of the young person.
- Put resourced support in place to enable equal access to opportunities, such as out of class intervention support.
- Review progress on a regular basis with teaching staff to share the relevant information and provide updates regarding support and progress.
- Support teaching staff with information and training about specific learning support needs.
- Work with students to review support and develop their independence in learning.
- Discuss and agree any changes that are required to support students.

Our support team is available on all DCG sites working both in and out of classrooms, during timetabled sessions, exams and ensuring equipment and modifications are provided for the equity of all. This range of support on offer aims to enable students to access all the opportunities that DCG has to offer. Our aim always is to ensure the student experience is a supportive and positive journey.

## **Exam Access Arrangements**

Some students with learning support needs will have access to support or Exam Access Arrangements (EAA). This may be identified in their EHCP or form part of the learning support DCG has agreed to put in place following the identification of particular learning needs. The purpose of EAA will be to enable students to achieve their primary learning goals and, where relevant, personal EHCP outcomes. The EAA process places responsibility for provision of evidence of need and normal way of working with students, parents and feeder organisations to ensure the student has the same opportunity of success as their peers. Please refer to the Learning Support Handbook for further information about how to request EAA.

## **Record keeping and review**

All support activities will be recorded, monitored, evaluated and subject to internal/external audit. Audit responsibility is shared between wider college teams, such as, subject curriculum areas and the Learning Support Team.

## **Reasonable adjustments**

DCG also has a duty to make reasonable adjustments in line with the Equality Act 2010 where a disabled student is put at a substantial disadvantage compared to non-disabled students due to (a) a provision, criterion or practice (b) a physical feature or (c) failure to provide an auxiliary aid or service. This is an anticipatory duty, which Colleges will consider in line with the needs of students; students who wish to request specific reasonable adjustments are asked to contact the Learning Support Team in the first instance.

## **4. Responsibilities**

The **Vice Principal for Student Experience and Pastoral Support** is the strategic lead with oversight of SEND and Learning Support.

- Ensure that the Senior Leadership Team (SLT) are up to date and knowledgeable about DCGs SEND and Learning Support Provision
- Ensure that SEND and Learning Support is an integral part of DCGs self-assessment
- Ensure the quality of SEND and learning support is continually monitored and any concerns addressed
- Ensure the SEND curriculum offer is included in all marketing and is part of the Local Offer for Derby/shire.

The **Head of SEND and Learning Support** is the operational lead for SEND and Learning Support.

- Support the Management team to ensure this policy is effectively implemented
- Create and implement effective processes for the identification of SEND and referral for support
- Ensure that statutory duties regarding Education, Health and Care Plan

Processes are adhered to.

- Oversee the EHCP transition processes with schools and families.

The **Learning Support Leads** are responsible for ensuring support is deployed within their campus / areas of responsibility.

- Allocation of effective learning support across the campus / provision to offer inside and outside class support meets the needs of the students'
- Support teachers and assessors to develop their inclusive practice
- Complete lesson visits with the Advanced Practitioners with a focus on students who have an EHCP or are in receipt of High Needs Support
- Work with Curriculum/Team and Operations Managers to monitor and improve performance for cohorts of students within faculties/academies who have an EHCP and / or are in receipt of High Needs Support
- Monitor and audit adult and apprenticeship support, ensuring students and apprentices are receiving adequate support in a timely manner.
- Submit detailed and bespoke costing sheets to request support for each High Needs student.

**Assistant Principals and Curriculum/Team Managers** are responsible for developing a curriculum which is accessible and meet the needs of students, including those with SEND.

- Ensure Professional Development Plans are in place which develops the understanding of SEDN and equips colleagues for their role to students with SEND.
- Monitor the quality of provision to students with SEND within academies and their progress.

**Teachers and Assessors** are responsible for delivering an aspirational curriculum, with adaptations enabling students to make progress.

- Promote an inclusive environment within the teaching space
- Ensure materials used are accessible to all students
- Complete a normal way of working for all students with a declared need
- Monitor the progress of students
- Maintain an effective working link with the Learning Support team, ensuring reasonable adjustments needed have been implemented
- Work in collaboration with Learning Support who are allocated to students in their classes

- Undertake Professional Development that supports the development of knowledge and understanding of SEND.

All **students and apprentices**, along with their school/ previous providers, parents and their network of support or employer, will be encouraged to share any identified learning support need (learning difficulty and/or disability) at the point of application so that it can be taken into account in the admissions and enrolment process, ensure relevant adjustments are made and support put in place as soon as possible.

### **Provision of support and staffing**

Where staff such as Learning Support Assistants are part of the support provided, DCG will generally be their employer and as such is responsible for ensuring that they undergo DBS checks, full staff induction, attend support meetings and training relevant to their role and complete appropriate reviews and paperwork, adhering to all data protection requirements.

Some students who access provision while enrolled at another provider and bring their support staff to support during college activities will be the exception to point above.

### **However, external support staff are still required to:**

- Provide DBS evidence to inform DCG Single Central Record (held in HR).
- Follow a provided staff induction session.
- Adhere to DCG policies and systems (including Safeguarding).
- Work responsively in classrooms from a Socially Inclusive perspective.
- Share support planning information with teaching teams and act as the communications conduit around any changing support needs etc.

It is generally expected that support staff will not be students' relatives. Even in cases where young people use personal budgets to commission their own support staff, support from family members is discouraged. Potential conflicts of interest and/or a lack of relevant experience of college teaching, learning and support can impact negatively and may not prepare young people for progression or accessing the world of work.

## **5. Implementation Arrangements**

The implementation of this policy will be in line with the Student Finance England guidance for HE students and the Funding and Audit Guidance for FE Students.

## **6. Monitoring and Review**

This policy will be reviewed on an annual basis.

Every term the learning support across DCG will be monitored and reviewed, to ensure that students are receiving appropriate support and to ensure that correct funding claims can be made. Students with EHCPs will also be subject to the annual EHCP review process and/or additional reviews if necessary. If a student receiving learning support has withdrawn the reason will be recorded and followed up where necessary.

Procedures

The procedure flow table can be found at the end of this document.

## **7. Templates / Forms**

There are no templates or forms connected to this policy.

## **8. Related Documents**

- DCG website for [Learning Support Services - DCG \(derby-college.ac.uk\)](http://derby-college.ac.uk)
- [SEND Code of Practice](#)
- [Department for Education \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)
- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Health & Safety Personal Assessment Plan Policy & Procedure

## Procedures

The process and actions below are relevant for all students and apprentices regardless of age. All information is stored on cross college GDPR protected systems – CRM, Promonitor, OneFile etc.

Stage at which learning support needs are shared and resulting action	Method of data capture / sharing	Action	Evidence logging
<p>Prior to application via external communication by young person, parent/carer and external professionals.</p> <p>Receiving legal consultation from the Local Authority for all students with EHCPs.</p>	<p>Open evenings Learning Support Show arounds.</p> <p>Invite to EHCP reviews at current provider.</p> <p>EHCP consultations received from LAs.</p>	<p>Informal advice and guidance for DCG's offer.</p> <p>Possible referral for personalised transition and site visits</p> <p>Informal advice and guidance on the next stage for application.</p> <p>Attendance to EHCP reviews at current provider.</p> <p>EHCP consultation responses to LAs.</p>	<p>CRM</p> <p>A-Z folder (save any external evidence shared)</p> <p>EHCP tracker</p>
<p>Application stage for all students.</p> <p>Receiving legal consultation from the Local Authority for all students with EHCPs.</p>	<p>All information regarding support needs declared via the directed questions on the application form.</p> <p>All information shared via the consulted EHCP.</p>	<p>Contact from the Learning Support Team to support at the next stages of the admissions process, which includes curriculum interviews, transition events, learning support show arounds, open evenings, organised external professional meetings and</p>	<p>Assessment of needs and assessment of meeting entry criteria through Derby Track and CRM.</p> <p>EHCP tracker</p>

Stage at which learning support needs are shared and resulting action	Method of data capture / sharing	Action	Evidence logging
		<p>invited support planning meetings.</p> <p>The next process of the admission process allows DCG to continue to make the assessment if a young person meets the entry criteria for curriculum subjects, and if DCG can legally meet the needs of a student with EHCP.</p>	
<p>Transition assessments and enrolment phase, such as, curriculum interviews, transition events, learning support show arounds, open evenings, organised external professional meetings and invited support planning meetings.</p>	<p>Support given interviews, attending external professional multi agency and support planning meetings.</p>	<p>Initial support planning created</p> <p>Possible referral for EAA assessment – History of need evidence requested.</p> <p>Referral for materials modification recorded</p> <p>Request for assistive technology made</p> <p>Request to seek further support evidence through young person, parent,</p>	<p>Recorded on CRM, derby tracker or evidence saved in A-Z folders.</p>

Stage at which learning support needs are shared and resulting action	Method of data capture / sharing	Action	Evidence logging
		previous school and external professionals.	
Students with EHCPs	Consultation documents via LA	<p>Assessment completed by the Learning Support Team, and officially logged by Learning Support administration team to evidence timeline of legal timeframes.</p> <p>Consultation response sent directly to LA.</p> <p>Informed the LA and young person of the outcome of the assessment of their EHCP.</p>	<p>Consultation saved in individuals students A-Z folders.</p> <p>Timeline and outcome recorded on EHCP tracker.</p>
<p>Enrolment stage</p> <p>If all young persons have met the entry criteria an invitation to enrol on programme is provided.</p> <p>For students with EHCPs this enrolment cannot take place until DCG has been consulted for the most</p>	Enrolment form completed through DCG system	Enrolment will be completed, and all students will be granted access to DCG and their chosen course from their ID badge, access to DCG systems and invited to their course induction.	Derby Track Enrolment Form

Stage at which learning support needs are shared and resulting action	Method of data capture / sharing	Action	Evidence logging
recent EHCP (or received relevant background information in exemplary circumstances) and agreed to meet needs.			
Induction stage.	<p>Support at induction planned and provided, if required.</p> <p>Specific individual monitoring of early days on programme where significant transition has been required.</p>	Evidence of support given to be recorded on Promonitor and CRM.	Promonitor CRM.
On programme.	<p>Referrals can be made via OneFile or Promonitor.</p> <p>Specific individual monitoring of early days on programme where significant</p>	<p>Contact made.</p> <p>Assessment completed and TSP created and shared.</p> <p>Evidence of support given to be recorded on Promonitor.</p>	Promonitor. OneFile.

Stage at which learning support needs are shared and resulting action	Method of data capture / sharing	Action	Evidence logging
	transition has been required.		
<p>Programme breakdown:</p> <p>Students with EHCPs:</p> <p>All other students:</p>	<p>Referral and communication via Promonitor.</p> <p>Referral and communication via Promonitor.</p>	<p>Contact made with student, parents, external professional and LA to call an emergency annual review meeting.</p> <p>Contact made with students, parents and external professionals to call a fitness to study meeting / relevant curriculum review meetings which Learning Support will also support.</p>	<p>Promonitor. Annual Review Document.</p> <p>Promonitor.</p>
Termly Reviews.	Feedback and RAG completion via Promonitor.	1:1 review conducted by the Learning Support Team by the Learning Support Assistants or Trainers.	RAG rated Timetables Feedback on Promonitor
EHCP Annual Reviews.	Completion of Local Authority Annual review documentation.	Individualised EHCP annual review meeting will take place to discuss a student's academic development,	EHCP annual review documentation.

Stage at which learning support needs are shared and resulting action	Method of data capture / sharing	Action	Evidence logging
		learning aims and outcomes, progress and next steps.	

### Graduated Response for Learning Support

Tier	Description	Support Actions	Responsible staff
Tier 1: Universal Support	For all students  No diagnosed or declared Learning Support need / SEND	Quality First Teaching  Adaptations to instructions  Inclusive learning environment  Regular monitoring and feedback  Assistive technology – available to all	Teachers  Support staff
Tier 2: Targeted Early Support	Students with mild to moderate dyslexia or dyspraxia	Small group work – eg study skills  Additional Literacy and numeracy support	Learning Support Trainers  Learning Support Assistants  Teachers

	<p>Students with ADHD (without an EHCP)</p> <p>Students with speech, language or communication needs (SLCNs)</p>	<p>Access to a Learning Support Assistant (if required and agreed)</p> <p>Visual aids</p> <p>Assistive software</p>	
<p>Tier 3: Specialist / High Needs Support</p>	<p>Students with an EHCP</p> <p>Students with severe autism</p> <p>Students with physical disabilities</p> <p>Students with sensory impairments (eg visual/hearing loss)</p> <p>Students with complex medical conditions</p> <p>Students with multiple and complex needs</p>	<p>Individualised Teaching Support Plans (TSPs)</p> <p>Specialist Equipment and Assistive Technology</p> <p>Therapies (Eg Speech and Language)</p> <p>Communication Support Worker</p> <p>Personal Care Plan</p> <p>Personal Assessment Plan</p> <p>1:1 Support</p> <p>Shared Support</p> <p>Bespoke timetables</p>	<p>Learning Support Assistants</p> <p>Higher Level Learning Support Assistants</p> <p>Learning Support Trainers</p> <p>Communication Support Worker</p> <p>Senior Communication Support Worker</p> <p>Teachers</p>

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