

Special Educational Needs and Disability Policy

Policy Statement

This policy aims to that students, their parents/care givers and staff aware of the support and reasonable adjustments available at City of Bristol College to students who are designated as having Special Educational Needs or Disabilities (SEND). This policy also applies to those students eligible for funding through the Department for Education and via Local Authorities within the specified 0 – 25 age group who are covered by the SEND Code of Practice 2015.

The policy applies across all centres and curriculum areas of the College and includes work-based learning funded by the Department for Education, Adult Skills Budget, WECA and Higher Education students covered by Disabled Student Allowances.

This policy seeks to ensure there is a safe working environment for staff who deliver interventions for students.

Scope

The Special Educational Needs Policy has been developed to ensure that consistent, fair and effective support is in place for students with SEND and that their needs are met.

This policy covers the following:

- Enrolment considerations for those with a diagnosed SEND, including students who self-disclose or require short term intervention(s).
- The graduated response and ordinarily available provision offer for all CoBC students.
- How students with an EHCP will access the college wide support services.
- Additional Learning Support for Apprentices/work-based learning and Adults
- Additional Learning Support within Higher Education.

Definitions

City of Bristol College is committed to the Equality Act 2010 and the protective characteristics that this Act covers. The Further and Higher Education Acts 1992 (now carried over to the Learning and Skills Act 2010), the Education ACT 1996, the Children and Families Act 2014, the Care Act 2014 and the SEND Code of Practice 2015. These Acts define protective characteristics including the following main categories:

- Physical difficulties
- Profound and Multiple Learning Difficulties
- Learning difficulties, including Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia
- Autism Spectrum Condition (ASC) and other Identified neurodivergent needs
- Social, Emotional, Mental Health
- Hearing and visual impairment
- Progressive conditions that are expected to become substantial

In addition to ensuring inclusivity for students who have protective characteristics, the college is committed to providing additional support for anyone who has a barrier that impacts their ability to access education.

This policy should be read along with the College's Equality, Diversity and Inclusion Policy.

Responsibilities

This policy is written for all Colleagues within College and reviewed annually by the Head of Additional Learning Support and the Senior Leadership Team. It is available to all College stakeholders.

All College stakeholders are responsible for implementing this policy and the accountability and monitoring of the achievement of the aims of this policy lie with Head of Additional Learning Support in conjunction with all members of the College Management and Senior Leadership teams.

City of Bristol College must have regard to the SEND Code of practice, Children and Families Act:

- The duty to admit a young person if the institution is named in an Education Health and Care (EHC) plan.
- The duty to use their best endeavours to secure the special educational provision that the young person needs

Policy

City of Bristol College conduct a weekly High Needs Consult Panel to review prospective students Education, health and care plans, including those currently in receipt of high needs funding. The panel offer bespoke and individualised consideration of each application and consultation to ensure, where appropriate, a suitable programme of study is secured for the student, reasonable adjustments are made and effective transition is undertaken. The process is supported by SEND Admissions who will collate information to ensure decision making is timely and within the 15 day statutory time frame.

Transition activities facilitated by dedicated staff to enhance the student experience can include:

- Transition visits/tours of the College Centre
- Specialist transition sessions
- Attendance and contribution to students' school EHCP annual reviews
- Keeping in touch activities
- Meetings with the student, parents/carers, school staff and external professionals (as appropriate)
- Obtaining additional documentation which can include reports, EAA evidence and risk assessments

The College actively promotes pre-enrolment disclosure of SEND. 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 and/or other professionals
- Other documentation

Graduated Response – support provision

Teachers are responsible and accountable for the progress and development of all the students within their class. Quality First Teaching (QFT) is the first step in responding to students with SEND. This will be differentiated for individual students where necessary. Information regarding SEND and interventions will be recorded and updated on Pro Monitor.

City of Bristol College implements a graduated response to the delivery of support. There is a tiered approach to SEND within Bristol. All students needs should first be addressed through high quality differentiated teaching within the classroom environment. Full use of ordinarily available provision should be delivered in an individualised and person-centred approach. Some students may receive further specific, targeted support in a small group, focusing on those that are not making progress as expected. The approach follows an 'Assess – Plan – Do – Review' cycle. City of Bristol College will communicate with student(s) and their parent/care givers regarding making provision, and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

All course offers are linked to the study programmes as outlined in the College prospectus. College are unable to offer fully bespoke part time or full-time teaching programmes delivered upon a 1:1 basis. College will provide appropriate careers, Information, advice and guidance (CIAG) for all students, including those with an EHCP to ensure they are guided towards programmes which suit their long-term goals. Within some programmes of study College is able to offer small group sizes and use of RARPA. Students will need to meet the entry criteria of the Study Programme. We reserve the right to make decisions relating to the appropriateness of admission in connection with the age of any applicant or other need where safeguarding best practice requires the college to do so.

City of Bristol College have a dedicated Additional Learning Support Team who will work with curriculum colleagues, students and their families to ensure the most appropriate support package is in place to support the student to achieve their aspirations.

Support provision

Support in addition to existing reasonable adjustments is subject to assessment (with the exception of an EHCP in place) and can cover:

- Communication Support Worker - BSL
- Student Mentor
- In class Learning Assistant – full support or targeted sessions
- Specialist sensory support
- Medical support
- Intimate personal care support
- Mobility support
- GCSE/Functional Skills maths and English targeted sessions
- Assistive technology assessments which include use of read/write, immersive reader, reading pens and digital Dictaphone
- Assignment planning and writing skills
- Revision methods/planning skills
- Research methods
- Note taking skills

Students who require physical restraint as part of a planned behaviour intervention will be considered on an individual basis which will involve consultation with our Safeguarding Team. Where appropriate students will be supported by staff with specialist training.

City of Bristol College's support offer has a holistic focus and can include delivery of personal care and administration of medication, which has a clear safe system of working in place. Only staff who have been trained can deliver these aspects of support.

City of Bristol College offers a travel-training service to identified high needs students who are working towards developing their independent travel skills. Students needs are identified via the high needs consult panel, parent/carer and/or tutor referral.

Statutory assessment

For a student who is not making adequate progress, despite accessing a period of support which has been clearly documented and in agreement with the parents/carers, College may submit a request the designated Local Authority (LA) to submit a statutory assessment in order to determine whether it is necessary for the student to receive an EHCP. College is required to submit evidence to the LA. The LA will then make a judgment about whether the students need can continue to be met from the resources normally available to College. This judgment will be made using the LA's current criteria for making a statutory assessment and in line with the SEND Code of Practice, 2015.

Higher Education and Learning Support

EHCPs do not extend into Higher Education provision. However, Learning Support provision is available for HE students as follows:

- Students who access HE courses at City of Bristol College can apply for Disabled Students Allowance (DSA) to cover the cost due to a mental health condition, long term sickness or other disability.
- If the student has dyslexia or has another specific learning difficulty, they may be eligible for DSA. This is paid in addition to any other student finance that has been applied for. This fund, should it be granted, is not repaid by the student.
- For students to be eligible to apply for DSA they will be required to submit evidence of their disability. Any reward or decline of support will be the decision of the DSA and Student Finance England (SFE).

Support Provision

- DSA students will have support delivered via our HE Coach who is qualified in line with DSA/SFE requirements.
- Non-DSA students will have support delivered by our Study Skills Mentor

Commitment to Staff Development

The College is committed to providing high-quality training and development opportunities for all teaching and support staff. This includes training on Special Educational Needs and Disabilities (SEND) to ensure staff have the knowledge, skills, and understanding to effectively support learners with SEND. We will offer training on a wide range of topics such as:

- Adapting teaching and learning to meet individual needs

- Using a range of resources and strategies to support learners with SEND
- Working effectively with learners who have complex needs

In addition to our internal training provision, we recognise the value of staying up to date with developments in SEND. Where possible, we will support colleagues to attend appropriate external training opportunities offered by relevant organisations and to share their learning with colleagues. This commitment to continuous professional development ensures our colleagues access to the most up-to-date knowledge and best practices to benefit all our learners.

Linked Policies

- ABC - Positive Attendance, Behaviour and Commitment to study policy
- Equality, Diversity and Inclusion Policy
- Access and Participation Statement
- Safeguarding Policy and Safeguarding Procedure
- Access Arrangements Policy
- Administration of Medication Policy
- Personal Care Policy
- Health and Safety Policy
- Travel Training Policy
- Positive Handling Policy
- RARPA Policy

Version	
Approved by:	Curriculum and Quality Committee
Date of approval:	June 2025
Date for Review:	June 2026
Lead Officer:	Head of Additional Learning Support
Senior Manager responsible:	Director of Student Experience, Quality and Safeguarding