
Special Educational Needs and Disability Policy

Introduction

1.1. City of Bristol College (CoBC) is an inclusive College, where students are treated with dignity and respect. We respond positively to different needs and individual circumstances to ensure that students can reach their full potential.

1.2. CoBC recognises its duty and responsibility to ensure the welfare and safeguarding needs of students and vulnerable adults in receipt of support interventions, and to provide a service that promotes a safe and secure environment for both staff and students in accordance with the Equalities Act 2010.

Policy Statement

2.1. This policy seeks to ensure that there is fair access for all learners with a confirmed Special Educational Need and/or Disability (SEND) and that the needs of students are met. It is acknowledged that some students without a confirmed SEND can require short term intervention which is in line with the implementation of a graduated response.

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

Scope

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

3.2. The purpose of this policy is to ensure fair access of support for all students with a confirmed SEND, with the recognition that some students may need short term support with no confirmed SEND, receiving appropriate and agreed interventions within the scope of our graduated response offer.

3.2. 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 offer for all CoBC students.
- How students with an EHCP will access the college wide support services.
- Additional Learning Support within Higher Education.

Definitions

4.1. **CoBC** – City of Bristol College

SEND – Special Educational Needs and Disability

EHCP – Education, Health and Care Plan

LA – Local Authority

RARPA – Recognising and Recording Progress and Achievement

CIAG – Careers, information, advice and guidance

HE – Higher Education

DSA – Disabled Students Allowance

SFE – Student Finance England

EAA – Exam Access Arrangements

Graduated Response – Support offered which is arranged through levels of individual need and utilising Quality First Teaching principles in the first instance.

Policy

4.1. CoBC will receive formal consultations for students with an EHCP via their designated LA. CoBC EHCP consult panel will consult directly with the LA. CoBC will follow the guidance as set out in the SEND Code of Practice 2014. The purpose of the panel is to 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 organised.

4.2 All students are asked to identify their SEND at the application stage, which will trigger a member of staff from Learning Support to contact the student to ascertain support needs with the exception of students with an EHCP.

4.3 Once a course has been identified and offered, a member of staff from the Learning Support Team will organise enhanced transition activities which can include:

- Transition visits/tours of the College Centre
- Specialist transition sessions
- Attendance and contribution to students' school EHCP annual reviews
- Keep in touch days/sessions
- 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

4.4 Places are offered provided that the College has been sent the necessary documentation and that places available match the individual support needs of the student. This is inclusive of an offer of a placement within the CoBC's Independence training facilities.

4.5 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.

4.6 CoBC'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.

4.7 CoBC 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.

4.7 All course offers are linked to the study programmes as outlined in the CoBC prospectus. We are unable to offer fully bespoke part time or full-time teaching programmes delivered upon a 1:1 basis. CoBC will provide appropriate 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 CoBC 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. The College utilises a Fair Access panel in such situations.

Graduated Response – support provision

4.8 CoBC implements the graduated response process to ensure the delivery of individualised and flexible person-centred support. This focuses on the individual needs of each student to ensure support packages enable them to overcome barriers to learning and develop independence. All offers of learning support interventions will be determined by implementing this graduated response.

4.9 Students with an EHCP will have their support provision outlined in their plan and delivery of all/parts are agreed at High Needs Consult Panel, including any necessary in-class support. A costed provision map is completed for each student. The graduated response is also utilised, which allows opportunity to address areas of their study skills. EHCP students at CoBC have an allocated member of the learning support team who, alongside the course tutor, maintain an overview of the student's learning journey through regular 'On Track' and 1:1 sessions.

4.10 Support delivery for students with a confirmed SEND need (but without EHCP) and for those without confirmed SEND is determined on an individual basis; this can include targeted support via the graduated response. CoBC have a Study Plus Team within Additional Learning Support who can provide the following interventions, as necessary:

- GCSE/Functional Skills maths and English targeted sessions, with out of class support
- 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

Higher Education and Learning Support

5.0 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 CoBC can apply for 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.

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

Policy Review

This Policy will be maintained and updated regularly by the Head of Additional Learning Support Department in line with wider requirements and considering links to other CoBC policies.

Linked Policies and Procedures

- Safeguarding Policy and Procedures
- Exam Access Arrangements and associated guidance in line with Joint Council for Qualifications (JCQ)
- Medication and Administration Policy and Procedures
- Personal Care Policy
- Equality, Inclusion and Diversity Policy
- Health and Safety Policy
- Travel Training Policy
- Independence Training Facilities Guidance
- Positive Handling Policy
- RARPA Policy

Linked associated documentation

- Children and Families Act 2014
- SEND Code of Practice 2014
- Equalities Act 2010
- Human Rights Act 1998
- Keeping Children Safe in Education (KCSIE) – updated annually

Version	
Approved by:	Curriculum & Quality Committee
Date of approval:	June 2024
Date for Review:	June 2025
Lead Officer:	Head of Additional Learning Support
Senior Manager responsible:	Vice Principal, Curriculum & Quality