



Special Educational Needs and Disabilities

Policy and Procedures

Special Educational Needs Policy

West Herts College Group is committed to removing barriers to access and to providing an inclusive and equitable environment that ensures an experience of the highest quality for all students, apprentices, employees and visitors. Accessible and inclusive provision of services, opportunities and support, is central to all aspects of the College's work. Everyone connected with the College can expect to learn and work in an environment that positively encourages equality of opportunity and refuses to tolerate discrimination in any form.

The College works within its responsibilities under the [Special educational needs and disability code of practice 2015](#), the [Equality Act 2010](#) and the [Children and Families Act 2014](#) ensuring that the principles within the SEND reforms and legislation are met across College and its campuses.

Additional Learning Support

Additional Learning Support (ALS) is a support service for students and apprentices with a range of additional needs including, learning difficulties, disabilities, or medical conditions. ALS services are designed to help students achieve their potential and to be successful. Support is typically provided for students with:

- Specific Learning Difficulties (SpLD): Dyslexia, dyscalculia, dysgraphia and dyspraxia
- Attention deficit (hyperactivity) disorder (ADHD) (ADD)
- Sensory impairments
- Autism spectrum conditions
- Physical disabilities and medical conditions
- Mental health difficulties
- Support for students on degree programmes eligible to claim DSA

Employees working within the ALS team are qualified, experienced and knowledgeable, and comprise of Support Workers, Specialist Tutors, Advanced Practitioners, Diagnostic Assessors, British Sign Language Communicators, Notetakers and Care Assistants. Employees work collaboratively with teachers and other College employees, as well as with local authority and

specialist agency services (e.g., educational psychologists, medics, specialist assessors) to assess a student's needs as well as organizing and implementing a wide range of personalized support. The ALS team also support applicants and students to enable them to make appropriate choices about their learning and next steps.

Young people and their families will be at the centre of all discussions regarding the support packages provided to individuals which typically include:

- One to one support to facilitate learning
- Physical care
- Emotional support
- Small group in class, laboratory, and workshop learning support
- Access to a range of assistive technologies and specialist equipment
- Exam Access Arrangements
- Adapted learning materials

The College will focus on preparing students for their next steps, including employment, independent living or next-level courses. Where students have Education, Health Care Plans (EHCPs), student-centered reviews will be completed to ensure individuals are meeting their personal learning and development goals and their EHCP outcomes.

Assessment of support needs

During the application and enrolment cycle, applicants who disclose a learning need or disability will meet with a member of the ALS team to discuss their individual support needs. The support offered will consider the applicants health, care and educational needs and the College will work closely with the relevant local authority to determine the most appropriate learning solutions for the young person. Specialist assessment reports and information provided by previous educational settings will be reviewed to inform decisions.

There will be opportunities during the academic year for students to disclose any new information that may require the provision of additional support.

The College recognises that it may need to take action when a student's support needs may give rise to concerns regarding the safety and wellbeing of others. For example:

- a student or apprentice presents risk to their own health, safety or wellbeing and that of others
- behaviour is (or is at risk of) adversely affecting the teaching, learning and experience of others
- behaviour is (or is at risk of) adversely affecting the day-to-day activities of the College or a placement provider
- support needs fall outside the scope of the support and other services which the College can reasonably be expected to provide either directly or indirectly

There may be reasons why the College environment is unsuitable for the age, ability, aptitude, medical or special educational needs of the young person and may not be compatible with the educational requirements of others e.g. where a student's behaviour systematically, persistently or significantly threatens the safety of themselves or others or impedes the learning of others. In these cases, reasonable adaptations are considered in conjunction with the student and their family and with the support of the local authority.

Date	Approved by
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