

SEND/Additional Learning Support Guidance Handbook

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LSDN Vision

To be an ethical, responsive, sustainable and forward-thinking provider of education and skills in the community.

Mission

LSDN's mission is to enhance the life chances, economic independence and social mobility opportunities of its service users by helping individuals to develop vocational, academic and life skills using a supportive and individualistic approach so service users can realise their fullest potential at home, in the workplace and in the community. LSDN works in partnership with its clients and local community to bring about the best possible results for each individual and their families.

Values and Ethos

Equality

LSDN has a positive approach to diversity and is fully committed to the principles and aims of equality. LSDN actively promotes the principles of equality, respect and fairness for all by word and action.

Access to education and skills

LSDN actively supports access to education and skills for all and positively promotes individual, community and business growth through lifelong learning and personal development.

Collaborative working

LSDN fosters a culture of shared commitment to learning, development and progress with an expectation of contribution, collaboration, and excellence from both staff and clients.

Respect and fairness

LSDN respects its clients and the experiences that they bring with them. We provide a fair, nurturing and non-threatening environment where all can progress whatever their starting point.

Positive approach to teaching and learning

LSDN's positive approach to teaching and learning focuses on solutions, positive outcomes, and continual internal growth and improvement.

What is SEND?

The SEND Code of Practice 2015 is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities (SEND). It sets out duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations, and it applies to England. Although the statutory guidance applies to children and young people, many of the principles and expectations apply equally to adults with special educational needs and disabilities.

LSDN expectations regarding SEND and Additional Learning Support

LSDN believes that person-centred provision, supported by the appropriate systems and processes, empowers and supports each student to achieve, succeed and participate in all aspects of their learning programme. This forms a key aspect of LSDN's 'learner first' approach.

For SEND students to have equality of opportunity, LSDN will ensure students have an individualised action plan which involves the learner and supports them to access the curriculum, recognise their abilities and aspirations and supports participation and progression.

High quality teaching and regularly reviewing the effectiveness of the support and its impact on the student's progress are a key part of LSDN's performance management system.

Principles underlying the SEND Code of Practice

The SEND Code of Practice describes the principles that should be observed by all professionals working with young people who have Special Educational Needs (SEN) or disabilities, collectively referred to as SEND.

These include:

- taking into account the views of young people and their families;
- enabling those requiring support and, where appropriate, their parents, to participate in decision-making;
- collaborating with partners in education, health and social care to provide support;
- identifying the needs of young people with SEND;
- making high quality provision to meet the needs of young people with SEND;
- focusing on inclusive practices and removing barriers to learning;
- helping young people to prepare for adulthood.

Statutory duties of post-16 institutions

Further education institutions (including private training providers like LSDN) have specific statutory duties.

These duties are:

- The duty to have regard to the SEND Code of Practice.
- The duty to co-operate with the local authority on arrangements for children and young people with SEND.
- 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. Institutions must fulfil this duty for students with SEND whether or not the students have EHC plans. It applies in respect of students with SEND up to age 25 in further education.
- Duties under the Equality Act 2010. Institutions must not discriminate against, harass or victimise disabled children or young people and must make reasonable adjustments to prevent them being placed at a substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent that disadvantage.

SEND support requirements in FE institutions

Where a student has a learning difficulty or disability that calls for special educational provision, the institution must use its best endeavours to put appropriate support in place.

The post-16 education and training landscape is very diverse. It encompasses school sixth forms (both mainstream and special schools), sixth form colleges, general further education (FE) colleges, 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector. The range of available study programmes is broad and includes AS/A-levels, vocational qualifications at all levels, apprenticeships, traineeships, supported internships and bespoke packages of learning.

Mainstream providers include school sixth forms, general FE colleges, sixth form colleges, specialist art and design and land-based colleges and 16-19 academies. Post-16 provision is also offered by not-for-profit and voluntary sector, independent and private training and employment services.

An individual has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is support **which is additional or different to support usually available to their peers accessing the same or similar provision (e.g. course or learning programme).**

Institutions should offer an inclusive approach to learning and teaching, with high quality teaching available to all individuals. This approach should be embedded in their provision in all subject areas and at all levels, and support the teaching of all students, **including those with SEND.**

Institutions should be ambitious for students with SEN; whatever their needs and whatever their level of study, they should focus on supporting students so they can progress and reach positive destinations in life, including higher education or further training or employment, independent living, good health and participating in the community.

Identifying SEND needs at LSDN

LSDN staff should be involved in transition planning with wider community organisations so that they can prepare to meet the student needs and ensure a successful transition into education. LSDN gives all applicants to courses an opportunity before or at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning. If a student makes a declaration, LSDN will discuss with the student how they will provide support and what support will be needed.

Some needs may emerge after a student has begun a programme.

Teaching staff should work with specialist support to identify where a student may be having difficulty which may be because of SEND.

SEND Support at LSDN

Support for SEND should be evidence based. This means that staff at LSDN should be aware of effective practice in the sector and elsewhere and personalise support for the individual. They will keep the needs of students with SEND or disabilities under regular review.

LSDN will take a cyclical approach to assessing need, planning and providing support, and reviewing and evaluating that support so that it can be adjusted where necessary. We will involve the student and, particularly for anyone aged 16 to 18, their parents, closely at all stages of the cycle, planning around the individual. LSDN will strive to ensure that staff have the skills to do this effectively.

Leaders and managers will ensure that all staff interact appropriately and inclusively with students who have SEN or a disability and will ensure that they have appropriate expertise within their workforce. **Curriculum staff will be supported in order to develop their skills, be aware of effective practice and keep their knowledge up to date.** There is a named person in the organisation with oversight of SEND provision to ensure co-ordination of support. In reviewing and managing support for students with SEND, staff may find the broad areas of need and support (outlined below) helpful.

Broad areas of need

Communication and interaction

Individuals with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every person with SLCN is different and their needs may

change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Individuals with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when individuals learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where individuals are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where individuals are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Individuals may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some individuals may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or

attachment disorder. Institutions should have clear processes to support individuals with these needs, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students.

Sensory and/or physical needs

Some individuals require special educational provision because they have a disability which prevents or hinders them from making full use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Individuals with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf blind individuals is available through the Social Care for Deaf Blind Children and Adults guidance published by the Department of Health.

Some individuals with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Planning the right support at LSDN

Where it is identified that a student needs SEND support, the SEND coordinator will discuss with the student their ambitions, the nature of the support to be put in place, the expected impact on progress and a date for reviewing the support. Plans will be developed with the student, taking their needs and ideas into account.

The support and intervention provided should be selected to meet the student's aspirations and should be based on reliable evidence of effectiveness and provided by practitioners with the relevant skills and knowledge.

Special educational support might include, for example:

- assistive technology or equipment
- specialist tuition
- note takers
- interpreters
- one-to-one and small group learning support
- personal care (or access to it)
- habilitation/independent living/travel training
- accessible information such as symbol based materials
- access to therapies (for example, speech and language therapy)
- extended time/adjustments to exams and assessments

Putting the provision in place

LSDN will ensure that the agreed support is put in place, and that appropriately qualified staff provide the support needed. LSDN will, in discussion with the student, assess the impact and success of the intervention at regular reviews.

Keeping support under review

The effectiveness of the support and its impact on the student's progress will be reviewed regularly, taking into account the student's progress and any changes to the student's own ambitions and aspirations, which may lead to changes in the type and level of their support.

LSDN will work with the student to plan any changes in support. LSDN will revisit this cycle of action, refining and revising their decisions about support as they gain a richer understanding of the student and what is most effective in helping them secure good outcomes.

Support for all students with SEND will be kept under review, whether or not a student has or has had an EHC (Education, Health and Care) plan.

Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months, including a review of the student's support. LSDN will co-operate with the local authority in the review process. As part of the review, the local authority can ask LSDN to convene and hold the annual review meeting on its behalf.

LSDN will also keep under review the reasonable adjustments we make under the Equality Act 2010 to ensure we remove all barriers to learning that we reasonably can. **LSDN will also ensure that students with SEN or disabilities know who to go to for support.**

Expertise within and beyond LSDN

LSDN will identify relevant external specialist services and expertise to support specific student needs. These can include, for example, educational psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services, supported employment services and therapists. They can be involved at any point for help or advice on the best way to support a student with SEN or a disability.

Staff at LSDN must be ambitious for students with SEND, whatever their needs and whatever their level of study; they should focus on supporting students so they can progress and reach positive destinations in life, including higher education or further training or employment, independent living, good health and participating in the community.

Record Keeping

LSDN staff must keep a student's profile and record of support up to date to inform discussions with the student about their progress and support. This should include information about the student's SEND status, the interventions provided and the support of specialists (as applicable).

As a minimum, student SEND records should be updated on a monthly basis. The information should be used as part of regular discussions with the student and, where appropriate, the family about the student's progress, the expected outcomes and planned next steps.

Funding

LSDN is provided with resources to support students with additional needs, including young people with SEN and disabilities. The government expects LSDN to provide appropriate, high quality SEN support using all available resources.

Monitoring and Reporting

The ALS/SEND Coordinator should submit a monthly report to the Curriculum Manager with copy to the Education Admin Manager, Welfare Manager, Ops Director and Safeguarding Lead. The report should include the following minimum info:

- Names and course details of all learners receiving Additional Learning Support
- Whether support is continuing or has ended (end date to be stated)
- Brief nature of learning support need
- Types of support provided (e.g. materials, equipment etc.)
- Any concerns/barriers to learning to be reviewed/addressed

The ALS/SEND Coordinator should stay informed of review dates for all the learners they are supporting. They should provide feedback and input for the reviews in regard to learner progress, support needs and the effectiveness of the SEND/ALS provided to the learner. The ALS/SEND Coordinator should complete the ALS/SEND tab on the attendance tracker on a weekly basis.

Appendices

Appendix 1 – ALS/SEND referral and delivery flowchart

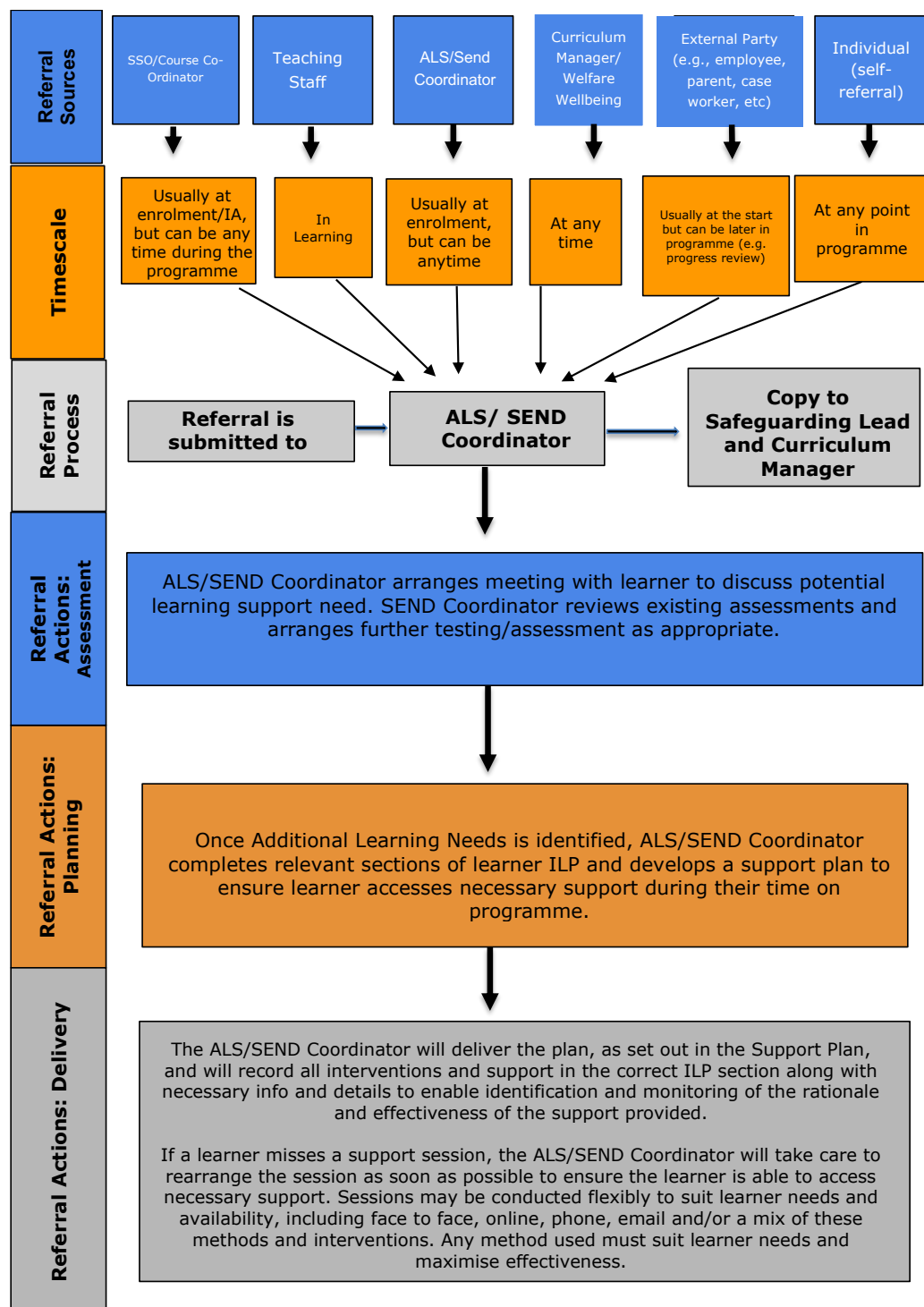
Appendix 2 – ALS/SEND student referral form

Appendix 3 – ALS/SEND diagnostic and assessment resources

Appendix 4 – ALS/SEND student support plan

Appendix 5 – ALS/SEND resources and equipment order form

Appendix 1 - ALS/SEND referral and delivery flowchart



Appendix 2

Student Support Referral Plan

Please complete this form in the event of any student behaviour issues or other concerns. Please give or send this form to the Student Wellbeing Manager.

Student Name: _____

Course Title: _____

Date of Referral: _____

Staff Name: _____

1. Nature of concern(s) – tick as many as apply

Attendance	☐		
Punctuality	☐	Health & Safety	☐
Behaviour:		Mental Health	☐
Low	☐	Welfare/Wellbeing	☐
Medium	☐	Learning Difficulties	☐
High (if high, notify Duty Manager immediately)	☐	Poor academic conduct	☐
Safeguarding	☐	Late assignment submissions	☐
Prevent	☐	Falling behind/poor progress	☐
Equalities	☐	Other (please specify)	☐

2. Please provide brief notes/explanations to support the concerns you have identified

3. Is there any further information which might be useful for us to know or be aware of?

4. Please provide brief notes below of actions taken and agreed, including referrals/sign posting/support from any external agencies.

Follow up actions/resolutions (TO BE COMPLETED BY STUDENT SUPPORT)

Notes to Student Support

1. Any issues or concerns related to Safeguarding (including Prevent), please share a copy of this form with the Designated Safeguarding Lead.
2. Please follow-up any comments or concerns on this form by speaking with the lecturer/member of staff directly to ensure there is a full understanding of the issues/concerns and that appropriate support can be provided to the student.
3. In the event of severe or urgent concerns, please immediately inform the CEO and Designated Safeguarding Lead.

Appendix 3 – ALS/SEND diagnostic and assessment resources

Resource	Location	Format
ACD Checklist	Google drive/ ALS Folder	Online
Adult DCD Dyspraxia Checklist	Google drive/ ALS Folder	Online
Croydon SENCO Toolkit	ALS Folder Google drive	Online
Cursive Handwriting Worksheets	ALS Folder	Physical
Disability Etiquette	Google drive/ ALS Folder	Online & physical
Education & Training Foundation (Supporting Learners with Additional Needs)	https://repository.excellencegateway.org.uk/Supporting_learners_with_additional_needs_-_23_Aug_2018.pdf	Online
SEND Bank of Teaching	Google drive/ ALS Folder	Online

Strategies		
SEN Support Resources	Google drive/ ALS Folder	Online
SEN Support and the Graduated Approach (NASEN)	Google drive/ ALS Folder	Online
Teaching Students with ADHD	Google drive/ ALS Folder	Online
Teaching Students with ADHD	Google drive/ ALS Folder	Online
Teaching Students with AS	Google drive/ ALS Folder	Online
Useful websites	Google drive/ ALS Folder	Online

Appendix 4 – ALS/SEND student support plan

SECTION 10. ADDITIONAL LEARNING SUPPORT (ALS)/SEND PLAN				
Student name:			Date:	
Programme:			Personal Tutor:	
Diagnosis/support need identified (e.g. dyslexia):				
Learner qualifies for assessment/exam support and adjustments (e.g. extension to assessment deadlines, exam support etc) ☐ No ☐ Yes (provide details below)				
Teacher (s) has been notified? ☐ Y ☐ N				
Support to be provided (e.g. reader, coloured overlay, Dictaphone, 1:1 support, in-class support, exam/assessment adjustment &/or extended time etc.)			Frequency <i>(Tick as appropriate)</i>	
1.			☐ Every class	☐ Weekly ☐ Fortnightly ☐ Monthly
2.			☐ Every class	☐ Weekly ☐ Fortnightly ☐ Monthly
3.			☐ Every class	☐ Weekly ☐ Fortnightly ☐ Monthly
4.			☐ Every class	☐ Weekly ☐ Fortnightly ☐ Monthly
5.			☐ Every class	☐ Weekly ☐ Fortnightly ☐ Monthly

Note to Teachers/TA's (*please provide any notes, guidance or comments for teacher/TA's regarding learner needs and requirements*)

The above plan has been discussed and agreed with the student. The student has been made aware of the agreed support arrangements and/or adjustments in relation to assessments and exams.

Staff name:

Staff signature:

Date:

Plan Review Dates (every 4 weeks from formation):

Review 1 date:

Review 2 date:

Review 3 date:

NOTE: A COPY OF THIS PLAN (page 1 only) WILL BE SHARED WITH THE STUDENT VIA THE STUDENT PORTAL.

SUPPORT PLAN REVIEWS - record any changes or updates to the original plan in the appropriate section below. Include student's comments on the effectiveness of support received to date.

Review 1

Actual review date: __ / __ / __
—

Staff Name:

Staff signature:

Date: __ / __ / __

Review 2

Actual review date: __ / __ / __
—

Staff Name:

Staff signature:

Date: __ / __ / __

Review 3

Actual review date: __ / __ / __
—

Staff Name:

Staff signature:

Date: __ / __ / __

Appendix 5 – ALS/SEND resources and equipment order form

Item	Quantity Needed	Comments/ Source /Link
Stress/focus ball		
Coloured overlays		
Coloured notebooks/paper		
Headphones		
Dictaphone		
Ace dictionary		
Highlighters		
Table squares		
Diaries		
Workplans		
Reading aid ruler		
Coloured lenses		