

SEND POLICY

Role responsible:	Vice Principal, Pastoral
Author:	Head of Additional Learning Support
Approved by:	Policy Review Group
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<i>This policy reflects legislation at the time it was last reviewed. If there is a conflict between legislation and the policy, legislation will take precedence over anything printed in the policy.</i>	
Changes made from previous version:	<ul style="list-style-type: none"> • 1.8 - added email address to parents contact link.
Version:	Nov25

SEND POLICY

1. Purpose

- 1.1 Wyke Sixth Form College adheres to the Special Educational Needs and Disability Code of Practice (2015) and in particular the responsibilities required of colleges as detailed in Chapter 7 of the Code of Practice. The Code of Practice provides statutory guidance on duties relating to Part 3 of the Children and Families Act 2014. The Equality Act 2010 and Schools (2014) sets out the legal obligations post-16 institutions have towards disabled young people. The college will not directly or indirectly discriminate against, harass or victimize disabled young people and will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled young people are not at a substantial disadvantage compared with their peers.
- 1.2 A young person has a special educational need or disability (SEND) if they:
 - have a significantly greater difficulty in learning than the majority of others of the same age, or
 - have a disability which prevents or hinders them from making use of facilities of a kind generally provided for other, or
 - have a disability or health condition, which requires special educational provision to be made.
- 1.3 Wyke SFC provides support for students who have special educational needs and/or disabilities. We support students with a variety of needs which include, but are not limited to:
 - Physical and mobility difficulties
 - Sensory impairments (visual and hearing)
 - Autism Spectrum conditions & communication needs
 - Learning Difficulties (including Dyslexia, Dyspraxia and Auditory Processing Difficulties)
 - Attention deficit and hyperactivity disorders
 - Medical conditions
 - Mental health conditions
- 1.4 The college has a culture of high expectations that expects those working with young people with SEND to enable them to develop, learn, participate and achieve the best possible outcomes, whether that is through Quality First Teaching in terms of high-quality everyday personalised classroom teaching and/or through reasonable adjustments for a disabled young person or special educational provision for a young person with SEN.
- 1.5 Provision for each student with SEND will be carefully managed following the graduated response of 'Assess, Plan, Do, Review' process.
- 1.6 All teachers are teachers of SEND students. Teaching and supporting students with SEND is therefore a whole college responsibility, requiring an inclusive response, in the spirit of the college's core values. Some students' needs can be met through high quality differentiated Quality First Teaching and may not require any additional

learning support (ALS).

- 1.7 At Wyke SFC, experienced, dedicated staff provide additional learning support to students, as required. The Additional Learning Support team is made up of suitably qualified staff, who work with students on a one to one basis or within small groups. Additional Learning Support Mentors will support students in their classes where this is required and outlined in an EHCP. However, students will be encouraged to develop their independence.
- 1.8 The Additional Learning Support team is based in the Student Support Hub, in the Oak building. All students are welcome to speak to a member of the team if they have any concerns. If a parent/carer feels that support may be needed at Wyke SFC, they should contact the ALS team on 01482 346347 or email learningsupport@wyke.ac.uk. If they would like to speak with a member of the team around Exam Access Arrangements, they should contact 01482 346347 or email examaccess@wyke.ac.uk.
- 1.9 Some students may only require monitoring by the Additional Learning Support (ALS) team, with minimum levels of support and/or reasonable adjustments in terms of exam access arrangements. Other students may require more specialised, regular support, either in-class or out-of-class support, in order to meet their needs.
- 1.10 Throughout the planning and provision of support, the young person will be provided with information to enable them to be fully involved in all decisions. With the student's consent, parents/carers will also be involved in decisions. An advocate may be involved, where necessary, to provide information, guidance and to support the student in the decision-making process or on-going support.

2. Admissions and Transition

- 2.1 Wyke SFC is committed to welcoming all students who meet the published entry requirements. The college will provide clear, comprehensive, accessible and up-to-date information about the provision available to support young people with special educational needs and/or disabilities. This information will be available to young people and their families on the college website and through Hull Local Authority's Local Offer.
- 2.2 Young people will receive confidential and impartial information, advice and guidance to support them in making decisions about their programme of study, their support needs and the outcomes they wish to achieve.
- 2.3 All applicants will have multiple opportunities before enrolment, at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition. Where a student makes a declaration and may require support, the ALS team will make contact with the student and where required, their parent(s)/carer(s), to assess how their support needs will be met.
- 2.4 The college has an information sharing agreement with partner schools, so that we can be best prepared to meet each student's individual needs and ensure a successful transition into college life.

- 2.5 During the admissions process, the Head of ALS with responsibility for transition will liaise with local authorities and health and social care professionals to make sure that needs of students are effectively identified and supported.
- 2.6 A 'tell us once' approach is used throughout the admissions process so that families and young people do not have to repeat the same information unnecessarily.
- 2.7 Wyke SFC provides information, advice and guidance to support all students to access appropriate study programs and make well-informed choices which lead to positive progression. Students with SEND will be provided with additional support as required, such as:
- ALS support with transition
 - Support from a member of the ALS team at enrolment
 - Support during subject taster sessions
 - Support during Wyke Start
 - Transition visits
 - Bespoke transition activities during Wye Prep
 - An individual enrolment meeting with a member of ALS team, to ensure the right learning support is in place.

3. Assessing what support is needed

- 3.1 Where a student is identified as having SEND, the Head of ALS will bring together all the relevant information from the school, from the student, from parent(s)/carer(s), from those working with the student and from any screening test or assessment that has been carried out.
- 3.2 Where required, a planning meeting will be held with the student and a member of the ALS team to discuss the student's aspirations for the future, the evidence of need and to agree the nature of the support, the expected outcomes of the support and a date for reviewing the support.
- 3.3 Plans will be developed with the student, who may be accompanied to the planning meeting by a parent(s)/carer(s), an advocate or other supporter. The support and intervention will be selected to meet the student's needs and aspirations. Support will be aimed at promoting student independence and enabling the student to make good progress towards employment and/or higher education, independent living, good health and participating in the community. Examples of support include:
- Allocation of an ALS Mentor to monitor progress
 - Assistive technology
 - Note-taking
 - One-to-one and small group learning support
 - Personal Emergency Evacuation Plan (PEEP)
 - Independent living support
 - Fitness to study Plan
 - Access to therapies or specialist services (for example, counselling, SALT, IPASS)

- 3.4 Some students may complete initial screening tests to identify possible SEN. Further assessments to identify a possible SEN may be required or provided, but usually these will be conducted in response to concerns raised by teaching and/or pastoral staff. Assessments for exam access arrangements and specific learning difficulties are not available on student/parental demand. The Head of ALS will determine when referrals and assessments are required as well as the type of assessment that is needed in order to make informed decisions about appropriate next steps and support.
- 3.5 Additional needs may emerge during the student's time at the college. Students who fall behind in their studies will have their needs identified by teachers and tutors and appropriate support provided. It should not be assumed that students have SEND just because they have lower attainment than the majority of their peers.
- 3.6 Teachers and/or Tutors who suspect a student may be having difficulty because of a potential SEND will refer to the Head of ALS via email (OnTrack). Members of the ALS team will then work with the student, tutor and other staff to assess the need and agree support.

4. Exam Access Arrangements

- 4.1 The Head of ALS has responsibility for assessing students' eligibility for exam access arrangements where a concern has been identified or raised. This may be informed by a screening test, normal way of working, history of need and evidence of relevant long-term and persistent needs, as well as information in Education, Health and Care Plans (EHCPs) which would lead to students being at a substantial disadvantage were arrangements not put in place.
- 4.2 Where a student had been permitted exam access arrangements in secondary school, evidence must be provided so that continuing needs can be assessed within the college setting and for the current program of study. In some instances, students' prior arrangements can be rolled forward. However, the Head of ALS is responsible for ensuring that JCQ regulations in relation to exam access arrangements are followed and this means evidencing that there continues to be substantial and long term difficulties which require reasonable adjustments in exams. In some instances and for some students, exam access arrangements can no longer be permitted, or are no longer required.

5. Recording and Reviewing Support

- 5.1 Wyke SFC keeps records of support to inform discussions with students about their progress and support. This includes accurate information to evidence the SEN support that has been provided over a student's time in college and its effectiveness.
- 5.2 All students supported by the ALS team will have their progress and support reviewed at least 3 times per year. ALS Mentors and students will meet to conduct the review which will consider the student's progress and any changes to the student's needs, which may lead to changes in the type and level of support.

- 5.3 Where a student has an EHCP, the college will cooperate fully with the relevant Local Authority to review the plan as per the statutory requirement of every twelve months. This includes a review of the student's support. Prior to a review, information will be gathered from students, parents/carers and professionals about the student's progress and then circulated to everyone invited to the review at least two weeks prior to the meeting. Following the review, a report of the meeting will be sent to everyone invited within two weeks of the meeting, also in line with current statutory guidance.

6. Preparing for Adulthood

- 6.1 The college prepares all students to achieve successful long-term outcomes in adult life. Staff at the college will work with students with SEND to raise their career aspirations and broaden their employment horizons. A range of approaches will be used, such as 'Preparation for Adulthood' programme, mentoring, use of role models and guest speakers from charities and agencies.
- 6.2 The college's Careers Team provides information, advice and guidance for the progression of all students including vulnerable students and students with special educational needs and/or disabilities. This includes support with researching options, making applications, preparing for interviews and support with work placement/work experience.
- 6.3 Wyke SFC aims to enrich students' studies with extracurricular activities. Our dedicated enrichment programme is designed to extend students' interests in a range of activities. All students, regardless of learning need, or disability, have the same opportunity to participate in our enrichment activities, including trips, visits, societies, and student representative bodies, such as the Student Exec, Student Crew, and ALS Student Crew. Where necessary, the activity organiser will liaise with the ALS team to ensure that students are fully supported during the extracurricular activity.
- 6.4 The ALS team, working together with tutors, teachers, careers advisors and other professionals will help students with SEND realise their ambitions in relation to:
- higher education, employment with training and/or self-employment
 - independent living – enabling people to have choice and control over their lives and the support they receive
 - participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community
 - being as healthy as possible in adult life
- 6.5 All reviews are intended to identify the support the student needs to achieve these aspirations to best prepare them for adult life. This will include the education and training needed to develop skills which will prepare students for work, such as communication, social/emotional development, using assistive technology or independent travel training.

- 6.6 Staff at the college will work with other agencies such as social care, health services or other specialists for help or advice on the best way to support a student with SEND to realise their ambitions and prepare for adult life.
- 6.7 The ALS team will ensure all students are aware of the support available to them in higher education, employment with training and/or self-employment. This will include details of the Disabled Students Allowance (DSA) and information on how to make an application to have their needs assessed.

7. Improving Practice and Staff Training

- 7.1 The Head of Additional Learning Support, working with a team of ALS Mentors, will work with curriculum and support teams across the college to ensure that all staff have a good level of knowledge of different types of SEND. This will be achieved through the college's staff 'Continuing Professional Development' programme.
- 7.2 Curriculum and support staff at college should contact the Head of Additional Learning Support if they need help in identifying a student's SEND, are concerned about their progress or need further advice.
- 7.3 As a mature and self-critical organisation, Wyke SFC will actively seek suggestions in order to improve its services. Anyone not satisfied with the level of service, in terms of support/provision for students with SEND, should feel able to approach the Head of Additional Learning Support to address their concerns promptly and directly. They should be confident that they can report the matter openly and be sure that the college will deal with the dissatisfaction courteously, sympathetically, fairly and objectively. A concern or complaint can be made in person, by telephone, or in writing. For more details, see the Complaints and Comments Policy available on the college website [Policies](#)

8. Accessibility of College Site/Buildings

- 8.1 Wyke Sixth Form College is fully accessible to wheelchair users or those with restricted mobility. All buildings have lift access and there is parking reserved for disabled drivers.
- 8.2 The Additional Learning Support department is based in the Student Support Hub. The Student Support Hub is a safe and welcoming environment which we encourage vulnerable students to use as a study area or at breaks/lunchtime.
- 8.3 Wyke SFC has a robust Health and Safety Policy to ensure that all students are kept safe while on college premises. The college has a team of qualified first aiders on site. Staff organising any trips or visits complete a robust risk assessment and where there are any specific support needs they liaise with the Additional Learning Support department to ensure those support needs are met. The Health and Safety Policy is available on the college website.
- 8.4 The college has a comprehensive Fire Safety and Emergency Policy to make sure that

students who have restricted mobility can evacuate the college in case of emergency. As soon as the college becomes aware that a student has a mobility issue, a member of the Additional Learning Support team along with the Head of Estates draws up an Personal Emergency Evacuation Plan (PEEP) which is reviewed each year.

9. Monitoring Provision

9.1 The Head of Additional Learning Support is responsible for the monitoring and evaluation of the effectiveness of the college's SEND provision. This is achieved by:

- Termly audit of support records and reviews
- Weekly attendance reviews
- Termly reviews of progress of SEND groups using predicted grade data
- Student questionnaires
- Student focus groups
- Parent/carer questionnaires
- Parent/carer Forums
- Annual self-assessment report (SAR)

10. Monitoring and Review

10.1 This policy will be monitored by the Policy Review Group.

10.2 This policy will be reviewed annually.

11. Related College Documents

11.1 Documents related to this policy are:

- Equal Opportunities
- Safeguarding
- Admissions Appeals
- Performance in Learning
- Programmes of Study
- Student Guidance and Support
- Student Mental Health Needs
- Health, Wellbeing and Fitness to Study

This policy has been reviewed to assure the promotion of equality on grounds of gender, gender reassignment, sexual orientation, race, religion or belief, disability, age, marriage and civil partnership, and pregnancy and maternity. The review deemed it to be compliant with the college's Equality and Diversity Policy.

General Data Protection Regulations

This policy has been reviewed and is compliant with the General Data Protection Regulations and the college's Data Protection Policy.

EQUALITY IMPACT ASSESSMENT

Policy, procedure, practice or strategy:	Special Educational Needs and Disability (SEND) Policy and Disability Statement		
Role responsible:	Vice Principal and Head of Additional Learning Support	Date:	Nov 2025
Briefly describe the aims, objectives & purpose of this policy, procedure, practice or strategy.	Recognition of duties in aspects of 0-25 SEND code of Practice.		
	<p>Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy or maternity.</p> <p>Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.</p>		
Is there potential, or opportunity that the proposed policy, procedure practice or strategy will affect any groups adversely (including possible discrimination)? Please include any equality concerns expressed during consultation.	<p>The college has a culture of high expectations that expects those working with young people with SEND to enable them to develop, learn, participate and achieve the best possible outcomes, whether that is through Quality First Teaching in terms of high- quality everyday personalised classroom teaching and/or through reasonable adjustments for a disabled young person or special educational provision for a young person with SEN.</p> <p>If this policy is not followed the young people with SEND may not be given the same opportunity as peers and achieve the best possible outcomes.</p>		
Is there potential for, or evidence that the proposed policy, procedure or practice either promotes or fails to promote equality of opportunity for all and good relations between different groups?	No		
If any action is required as a result of this screening exercise please note them, along with any mechanisms for reviewing the impact of the policy, procedure or practice.	No		