Special Educational Needs, Disability and Learning Support Policy

Overall responsibility: Principal

Implementation: SEND Leadership Team, Assistant Principals, School of Academic & Vocational Support Assistant Principal, School of Skills Development & Progression

Date issued: October 2023

Date for review: October 2024

Endorsed and approved by Policy & Strategy Group - Date: 19th September 2023

_____ (signature)

Pat Brennan-Barrett (Principal)

Contents

1. Introduction

1.1 This policy formalises how Northampton College maintains standards for students with disabilities and/or learning difficulties at a time of both increasing demand and continued austerity within Further Education. The impact of the Coronavirus pandemic is expected to be felt for many years to come, with students losing learning opportunities, particularly during national lockdown.

1.2 The college has a broad scope of support services and strategies, which ensure that students with disabilities and/or learning difficulties have access to the full college experience where possible, and ensures the college complies with its statutory duties as set out in the Equality Act (2010) and Special Educational Needs and Disability (SEND) Code of Practice (2015). These include;

- A comprehensive approach to initial assessment which ensures teachers understand their student's starting points, inclusive of, and tailored for those students with SEND;
- The reasonable adjustments made through high quality personalised teaching (e.g., differentiation, providing copies of lesson notes, one-to-one intervention in the classroom etc.);
- The adaptation of learning materials by curriculum teams and/or support teams where required;
- Opportunities for students to attend enhancement services which are available to all students in need of additional intervention, e.g., services linked to our Student Services (enrichment, mentoring, financial support transport coordination etc.);
- Services linked with our Library Plus service, e.g., study and digital skills support;
- Exam Access Arrangements (see Appendix 4);
- The adjustments made by business support areas (e.g. IT Services/Estates/Lookout) to facilitate student access to site and services;
- The reduction of class sizes where appropriate;
- Support to access activities such as work experience, where the sharing of relevant information with potential work settings is critical to a successful placement and authorised by the student;
- The coordination of 'catch-up' activity facilitated through the government's 16-19 Tuition Fund
- The delivery of specialist course/study programmes designed to meet the specific additional needs of students with SEND;
- The services delivered through the School of Academic and Vocational Support (e.g. additional teaching, learning support assistants, communication support, specialist equipment), or provided by external specialist services to enable access to learning.

2. Context

2.1 Further Education colleges approved under Section 41 of the Children and Families Act 2014 have the following specific statutory duties:

- The duty to co-operate with local authorities on arrangements for children and young people with SEND.
- The duty to admit a young person if the institution is named in section I of their Education Health and Care Plan.
- The duty to have regard to the 2015 SEND Code of Practice
- The duty to use their best endeavours to secure the special educational provision that the young person needs.

2.1.1 To acknowledge the broad range of needs associated with both SEND, and loss of learning due to the Coronavirus pandemic, Northampton College has created a School of Academic and Vocational Support which aims to bring together all strands of Additional Learning Support provision under one strategy and strives to become a centre of excellence in this field. The school considers both SEND and the additional wraparound support needed for students who have lost learning due to the pandemic.

2.1.2   Northampton College's specialist SEND provision Supported Learning sits within the School of Skills Development and Progression and is delivered alongside programmes in Foundation Learning.

2.1.3   The SEND Leadership team comprises the Assistant Principals for the School of Academic and Vocational Support, the Assistant Principal for Skills Development and Progression and the Curriculum Manager for Foundation and Supported learning, all of whom are SENCO-qualified.

3. Definitions

SEND: Special Educational Needs and Disability.

DFE: Department for Education.

ESFA: Education and Skills Funding Agency.

EILP: Electronic Individual Learning Plan.

EHCP: Education Health & Care Plan.

LSA: Learning Support Assistant.

ALS: Additional Learning Support – Support provided to a student that is over and above the support that is provided to all students within the educational setting.

HNS: High Needs Student – For EFA funding purposes, defined as: a young person aged 16 to 18 (or aged 19-15 with an EHCP) who requires learning support costing over £6000.

4. Purpose

4.1   Northampton College will use this policy to:

- articulate its full and continued commitment to students with disabilities and/or learning difficulties;
- clarify the scope of its provision for students with SEND and learning support requirements;
- be clear to all employees of their responsibilities and duty regarding students with disabilities and/or learning difficulties, incorporating the college ethos that all teachers are teachers of SEND and that all college employees have a duty to make reasonable adjustments for students when required;
- involve students in person centered planning and the review of their support at college;
- provide appropriately vetted, trained and/or experienced staff to be able to respond to the diverse range of student needs. The college endeavours to grow the necessary talent within its workforce where possible but may be required to purchase specialist resources (human, electronic and/or mechanical) to support the reasonable execution of Education Health and Care plans where this is supported by the commissioning Local Authority. This may require a service level agreement with an appropriate provider;
- develop and maintain systems that encourage students to disclose their disabilities and/or learning difficulties, preferably as part of the pre-admissions process;
- improve outcomes for students with disabilities and/or learning difficulties in terms of retention, achievement, and progression to further/higher education, training and/or employment;
- promote the independence of students with disabilities and/or learning difficulties in their preparation for adulthood promoting a graduated approach to developing academic and social skills.

5. Intent

5.1   The implementation of this policy aims to ensure that the college:

- maximises the effectiveness of available funding when supporting students with disabilities and/or learning difficulties whilst ensuring it meets the requirement of funding accountability;
- complies with the Equality Act 2010, the Data Protection Act 1998, Safeguarding legislation, the Joint Council for Qualifications regulations, the Children and Families Act (2014) and the SEND Code of Practice (2015);
- provides learning support in a manner that maintains academic, professional, and technical standards and to promote independent living/study skills to enable all young people to reach their full potential;
- seeks ways to support students with disabilities and/or learning difficulties that prepare them for the world of work and/or further study;
- enables students with disabilities and/or learning difficulties to have the same opportunities at college as students without those needs;
- ensures the safe and efficient education of students.

5.2 This will be achieved through:

- continuing to develop, implement and review systems that encourage prospective students to declare disabilities and/or learning difficulties prior to course interview; enabling teachers to have the awareness and subsequent knowledge to best support their students, enabling early identification of support needs and the promotion of relevant college/external services;
- ensuring that all young people with Education Health and Care plans receive a face-to-face assessment to ensure the college only makes decisions based on information which is current and provides the young person with an opportunity to fully understand the resources the college can offer in its various curriculum areas. (In cases where young people do not engage with assessment processes, the case will be referred to panel and a decision made in principle).
- ensuring those students receiving support are eligible to receive that support and that the support is person-centered;
- the flexible use of resources to ensure all students have access to appropriate levels of adult support;
- the use of assistive technology wherever possible to reduce reliance on human support, adjustments by class teachers or support out of class, where appropriate, to promote independent study skills;
- providing information to all staff in college regarding their responsibilities under the Equality Act 2010, regulations of the Joint Council of Qualifications, and Department for Education's Special Educational Needs and Disability Code of Practice 2015;
- developing staff awareness of disability issues, and providing a range of continuous professional development programmes where relevant;
- developing resources to assist staff in understanding the needs of students with disabilities and/or learning difficulties.

6. Accessing Learning Support

6.1   Learning Support will be available to all students that declare disability or learning difficulty if they meet the entry requirements of their chosen course and can access their course with the help of "reasonable adjustments" by the College (subject to resources.)

6.2   All students with disabilities and/or learning difficulties that disclose their needs to the College will be offered an opportunity to have an assessment of their educational needs. Young people with EHCPs will be offered a face-to-face assessment to ensure the college can meet their needs.

Where there is uncertainty as to the suitability for a course, the assessment will be conducted by two SEND curriculum managers to ensure the student has the most appropriate level of education. The assessment may be taken to a SEND panel for consideration if there is still uncertainty following the joint assessment (see Appendix 3). For young people with Education Health and Care Plans, college enrolment can only take place if Northampton College is named in section I of their EHCP. The college will consider dual registrations with another provider for those young people transitioning to mainstream education, however, to enrol on a full-time study programme at Northampton College, the requirement for the college to be named in section I of the plan remains.

6.3   Teachers and curriculum teams will have access to consistent and centralised referral processes which can be used if they identify a student that is not making the expected rate of progress, either due to a disability, learning difficulty, or because of lost learning.

6.4   Where appropriate and within funding rules they should be entitled to:

- a specialist support teacher/practitioner to act as a key contact and oversee their support at college;
- a Support Plan outlining the recommendations to curriculum teams on how best to support them, and what support will be available to them;
- their Support Plan being followed by curriculum and support staff;
- reviews of their Support Plan and the setting of personalised targets to assist in their preparation for adulthood;
- be able to speak in confidence to staff about their support needs. This information will not be shared without their consent, unless there are safeguarding concerns;
- a risk assessment being undertaken, where attendance on their chosen course may pose a risk to themselves or others;
- be able to apply for exam access arrangements with support from their teachers, if appropriate evidence is available to fulfil examination board requirements;
- decline the support offered to them, unless there is a safeguarding risk;
- be confident that all college staff protect their personal information in accordance with policy;

6.5   The college will complete visits to previous educational settings to assist with transition planning where appropriate. Home visits will be completed in exceptional circumstances, when requested by the Local Authority, and approved by the Human Resources Manager. All approved home visits require two members of staff to complete the visit together.

7. Manual Handling Considerations

7.1 Students with personal care needs will have a personalised care plan completed which must be shared with the student and parent/carer. The plan will be approved by the relevant health/social care professional. All staff involved in delivering personal care will have the relevant training.

7.2 The restraint of students outside of the college's specialist SEND provision will be in line with the college's Restraint Policy. (For students in specialist provision Foundation and Supported Learning - Additional Information - Control and Restraint statement

7.3 The college will undertake risk assessments where there is potential risk to students or staff due to the nature of the student's needs, this includes the assessment of specialist equipment, wheelchair use, belts/wrist straps which could potentially restrain students with disabilities. The college will ensure there in no deprivation to an individual's liberty. (for further information refer to the relevant college policies on control and restraint).

8. University Level Support

8.1 Higher Education has separate arrangements for learning support. The college is not a registered/accredited provider of Disabled Students Allowance (DSA) funded non-medical help. Students requiring support on HE Programmes will need to apply for this. Advice can be sought from the School of Academic & Vocational Support but must be applied for and managed by the student as an adult in higher education. The college will facilitate access for DSA services to take place on site and will create adjustment reports to assist with differentiation in the classroom based on available information. All reasonable adjustments will be made to ensure students are able to achieve on their chosen course.

9. Apprentices

9.1 The majority of learning support for Apprentices will be 'Assessor-Led'. Students should be signposted to the Access to Work funding available should they require support in the workplace which is over and above the reasonable adjustments made by the employer/college assessor. Apprentices requiring learning support can be referred for learning support in the usual way and are able to access the same support available to all students, providing the relevant specialist assessment has been completed.

10. Maths and English

10.1 Students will participate in a robust assessment of their literacy and numeracy skills at induction to be placed in the most appropriate level of learning to support them to achieve. In addition, further diagnostic assessments will be used to support the decisions about the most appropriate level of learning on programme. Teachers should also refer students that require support with literacy and numeracy to the most appropriate support service available.

10.2 The School of Academic & Vocational Support will assess students and allocate support levels as appropriate, when it can be evidenced that teachers have already made their best endeavours to support students through differentiation.

10.3 Students that do not declare disability and/or learning difficulty at application stage, or do declare but do not engage with assessment prior to entry should be referred for support by class teachers if appropriate.

11. Responsibilities

11.1 All teachers are teachers of Special Educational Needs and Disability (SEND). Good quality Learning Support is underpinned by high quality teaching, learning and assessment and should not replace it. In addition, all college employees have a duty to make reasonable adjustments for students with SEND.

11.2 When working with students with disabilities and/or learning difficulties, all **teaching staff** have the responsibility to:

- respect the student's confidentiality (unless there is a safeguarding concern);
- make reasonable adjustments for students with disabilities and/or learning difficulties, seeking

advice from the relevant specialist where necessary;

- refer students to the relevant specialist where appropriate;
- pro-actively familiarise themselves with their student's needs, through use of information available to them on the student's Pro Monitor pages;
- where appropriate complete exam access arrangements application with the student following college guidelines, seeking assistance from the School of Academic & Vocational Support/Exams team where necessary;
- manage the performance of any LSAs allocated to their lessons promptly to ensure quality support for their students, providing them with course materials and making their role in lessons clear to them;
- use strategies in making adjustments that encourage student independence and employability;
- provide students with advance notice of timetable changes, to be able to prepare their students for change and ensure resources remain efficient;

11.3 **Learning Support Practitioners and Teachers** have the responsibility to:

- own and monitor the support of students within their caseload, including directing and developing LSAs/Facilitators, working with these students in collaboration with the class teachers;
- ensure the eligibility of students in receipt of support, and ensure levels of support being recommended can be funded prior to any verbal agreement with students;
- chair review meetings for High Needs Students and those students with EHCPs in line with college protocols and statutory obligations;
- design and deliver additional curriculum to enable students towards their desired outcomes and record the activity and other appropriate information onto the student's EILP to ensure curriculum areas are kept informed;
- work with teams to collate/provide evidence to support applications for access arrangements;
- seek ways to support students that encourage their independence, and adjust levels of support appropriately;
- encourage the use of assistive technology as the first mode of support, and review the success of this resource before recommending human assistance;
- advise staff and managers on appropriate strategies in making "reasonable adjustments", and strategies to support young people with SEND, prior to submitting a recommendation for human assistance.

11.4 **Learning Support Assistants** have the responsibility to:

- liaise and collaborate with curriculum staff **and** learning support specialists to ensure the effectiveness of the support they are providing;
- ensure they are familiar with the content of support plans, High Needs support plans, and EHCPs where applicable and record the support they deliver to students onto the relevant college system;
- support students in a manner that reinforces the rules of the classroom, under the direction of with the teacher to consistently have high expectations of students and encourage independence;
- comply with college policy and procedure, including appropriate record keeping.

11.5 **Apprenticeship Delivery teams** have the responsibility to:

- ensure learning support needs are discussed as part of the apprenticeship 'sign-up' process, referring students for learning support where appropriate;
- Consider and signpost students to Access to Work funding if the apprentice has requirements in the workplace that cannot be met by the employer through reasonable adjustments or by the usual intervention of college assessors;
- Make employers aware of any learning support that the young person is accessing and how it is being used providing the learner provides the college with permission to do so.

11.6 **Assistant Principals, Curriculum Managers, Course Leaders** have the responsibility to:

- ensure that learning support is not considered as a resource used to compensate for a lack of entry requirements for courses **as published**, nor learning support needs considered as a factor to withhold a place where the student has necessary entry requirements **as published**. If there are concerns that the place at college would not be suitable for their age, ability, aptitude or SEN, or that to accept them would be incompatible with the efficient use of resources or the efficient education of others the interviewer(s) should hold a place and seek further information from the student's previous education setting and refer the applicant to a case review chaired by the Deputy Principal for Curriculum and Learning, and attended by a representative from both Curriculum and Learning Support. The college's non-standard entry policy may be considered if appropriate;
- ensure that teachers know to collaborate with the School of Academic & Vocational Support, if necessary, when planning for students with disabilities and/or learning difficulties;
- ensure both standard and specialist learning environments are accessible for students with disabilities and/or learning difficulties, and ensuring curriculum can be delivered if the setting is changed;
- collectively group students that have support plans that recommend access to a LSA in lessons, so that support resource can be deployed efficiently and effectively;
- monitor the retention, achievement, success, and progression of students with disabilities and/or learning difficulties in line with all students;
- take ownership of the annual review of Education Health and Care plans that are facilitated for them and be able to report on their progress in Maths and/or English and their intended destination post achievement, ensuring teacher attendance and/or contribute to the statutory process;
- ensure that teaching teams are in contact with parents and/or carers as appropriate to update them on progress and promote equality by ensuring that Learning Support tutors/practitioners enhances rather than replaces the Personal Tutor/Academic Coach function.
- Ensure that college staff have the skills, knowledge and/or expertise as appropriate to the students they support.
- Ensure that adjustments to student Disciplinary processes for students with SEND/EHCPs are implemented.
- Ensure that students with SEND/EHCPs are treated with parity regarding academic advice and guidance.
- Confirming academic achievement and progression options, communicating related decisions to students directly, with support from the relevant specialist teacher/practitioner if needed.

11.7 **The SEND Leadership team** have the responsibility to:

- ensure the college maximises on available funding and allocates resources efficiently and effectively in response to current priorities and the requirements of those students with EHCPs;
- alert the Staff Development team of the need for specific CPD events for college staff;
- ensure confidentiality of record keeping and compliance with the General Data Protection Regulations (GDPR).
- ensure that learning support is being managed in a consistent, fair, and transparent way;
- promote college awareness of the Special Educational Needs Code of Practice and other relevant legislation;
- collaborate with the Local Authority positively to make its best endeavours to ensure all students receive the support required in their preparation for adulthood.

Linked Statements/Policies:

- Admissions Policy.
- Control & Restraint Policy.
- Higher Education Access & Participation Statement.
- Student Disciplinary Policy.
- Supported Learning Manual Handling policy and Foundation and Supported Learning - Additional Information - Control and Restraint statement.
- Wheelchair User Assistance Policy.

Appendix 1: Equality & Diversity Impact Assessment

This template has been designed to help you take action to improve services and practices which affect staff, students and other service users at Northampton College. By completing this template, you would have considered the impact that your policy, practice or service might have on particular social groups within the college community. The exercise will also provide you with the opportunity to demonstrate, where possible, that the College promotes equality, diversity, and inclusion.

Once this Equality Impact Assessment has been created, please include on the last page of your policy document.

Policy Details:

What is the policy?	Special Educational Needs, Disability & Learning Support Policy
Is it new or existing?	
Department	
Policy Author (postholder title, name)	Thomas Goodridge, Assistant Principal, School of Academic & Vocational Support
Author of Equality Analysis	
Date of completion	xx/09/23

Aims and Objectives:
Briefly describe the aims and objectives of the policy:

To formalise how Northampton College maintains standards for students with disabilities and/or learning difficulties and the expectations on all staff in relation to this.

Policy Assessments:
Consider whether your policy might have an impact on various groups identified within the categories listed below and explain why you have reached this conclusion.

Please tick (√) the identified level of impact (positive, negative, or no impact) and provide details of your findings.

Group	Positive Impact	Negative Impact	No Impact	Findings
Race			√	
Religion and/or belief			√	
Sex (Gender)			√	
Gender Identity			√	
Disability	√			
Age			√	
Sexual orientation			√	
Marriage and/or civil partnership			√	
Pregnancy and/or maternity (including surrogacy and adoption)			√	
Other identified group (e.g. carers)			√	

Action Planning:

How do you intend to mitigate or eliminate any negative impact identified?

If a positive impact is identified, how do you intend to promote or develop this opportunity?

Where negative impact has been identified, can it be justified? If so, explain how:

Monitor and Review:
How will you monitor the impact of your policy once it has been put into effect? **The policy will be monitored through feedback from services users gathered via:**

Names and position of Impact Assessment Team (min of 3 preferably from areas across the College):

Name	Position
Thomas Goodridge	Assistant Principal – Academic & Vocational Support
Mark Owen	Assistant Principal – Student Services
Karen Civil	HR Manager – HR Advisor

Equality Analysis Sign-Off Signature and Date:

Review Date:

Appendix 2: Data Protection Impact Assessment

Data Protection Impact Assessment

Does this Policy
- require the collection and use of data in addition that normally collected by the College?

Yes / No (if Yes complete Assessment point number 1)
- require the sharing of data with partners?

Yes / No (if Yes complete Assessment point number 2)

1. Is additional data being collected? If so please detail:

Details of student's disabilities and special educational needs.

Is data collected personal and/or sensitive?

Yes

How will you collect, use, store and delete data?

Data is collected through discussion with students and/or the use of online forms. This information is used to populate student's ILPs, to ensure that teachers and support staff across the college can keep students safe and respond to individual need through reasonable adjustments, differentiation, and the deployment of additional resource. Data will be stored electronically on the college's online systems and associated secure systems.

2. Will you be sharing data with anyone? Please detail what data, with who and confirm a **Data Sharing Agreement** is in place

Yes – the college is required to share information securely with the relevant local authority responsible for the student. The data sharing agreement forms part of the funding agreement with the local authority.   The college and the local authorities use an encryption software facility to share data securely.

Describe the purposes of the processing / sharing: What are the benefits of the processing/sharing – for you, and more broadly?

Local authorities are an interested party and are ultimately responsible for meeting the needs of young people with Special Educational Needs in their area.

Consider how to consult with relevant stakeholders: describe when and how you will seek individuals' views – or justify why it's not appropriate to do so.

n/a

Describe compliance and proportionality measures, in particular:
What is your lawful basis for processing?

n/a

How will you ensure data quality and data minimisation?

n/a

What information will you give individuals?

n/a

Please attach a Risk Assessment if there are significant risks to data protection

Signed by Data Protection Officer

Name: Julian Wood

Date: 14/09/23

Appendix 3: Communications Plan

Title of College Policy: Special Educational Needs, Disability & Learning Support Policy

Date Approved By:

Audience	Select appropriate with √
Managers	
Curriculum teams	
Business Support teams	
All staff	√
Suppliers	
Partners	√
Other - Students	

Channel	Select appropriate with √
Policy & Strategy Team (PST) Meeting	√
Quality Improvement Network (QIN) Meeting	√
College Management Team (CMT) Meeting	√
Marketing e.g. NC Update / Intranet / Website	√
Individual team e.g. document library / Noticeboards / Team meeting / Email	√
Suppliers e.g. Letter or email / Meeting	
Partners e.g. Letter or email / Meeting	√
JCNC e.g. Meeting / Email	
Corporation e.g. Meeting / Email	√

Communications Plan Activated By:

Name: Thomas Goodridge

Department: School of Academic and Vocational Support

Job title: Assistant Principal, School of Academic and Vocational Support

Date: 01/10/23

Appendix 4: Special Needs and/or Disability Panel Assessment Form

As part of the College's procedures for considering appropriate placements for young people with Special Educational Needs and Disability, this form is to be used where a decision cannot be made at initial assessment, and there is a requirement for a panel risk assessment before the application, consultation, or enrolment process can be completed.

Section 1
Study Programme applied for:

Section 2 – Personal Details of young person
Surname:

Forename:

Male/Female/Other:

Date of birth (dd/mm/yyyy):

Current age:

Prospective Student ID (if applicable):

Does the young person have an Education Health and Care Plan? (EHCP):

If yes, has the college been consulted by the Local Authority?

Local Authority:

Primary Broad Area of Needs:

Has the college made attempts to contact the young person to complete an assessment?

Panel Attendees	Checkbox (x = attended)
Patrick Leavey, Deputy Principal	☐
Phil O'Hara, Deputy Principal	☐
Mark Owen, Assistant Principal (Student Services)	☐
Bev Davies, Assistant Principal (Skills Development & Progression)	☐
Melanie Cooper, Curriculum Manager (Supported and Foundation Learning)	☐
Helen Janska, Assistant Principal (Academic & Vocational Support)	☐
Thomas Goodridge, Assistant Principal (Academic & Vocational Support)	☐
Other professionals if relevant:	☐

Section 3 – Assessment
Consideration of the Special Education Needs Code of Practice (2015) Section 7.3

Consideration	Outcome	Comments/Sources/Supporting information
Would accepting the young person be suitable for their age?		Northampton College offers a wide range of full-time study programmes in most vocational sectors, for students aged 16-19 years of age, and those aged up to 25 with an Education Health and Care plan. **Courses | Northampton College**

Consideration	Outcome	Comments/Sources/Supporting information
Would accepting the young person be suitable for their ability/aptitude?		All students must have the published entry criteria to be able to enrol on the different levels of study at Northampton College. (Please see the college's Special Educational Needs, Disability and Learning Support policy for further information if required: **Policies and Procedures | Northampton College**
Would accepting the young person be suitable for their Special Educational Needs?		
If applicable, are there any specific resources or requirements stipulated in the EHCP that the college does not have within its usual resources?		
Would accepting the young person be compatible with the efficient use of resources?		
Would accepting the young person be compatible with the efficient education of others?		

Section 4 – Conclusion

Can the college support the young person?

Although a full costing exercise has not been completed, what level of funding does the consultation indicate is required?

What information has the panel considered to reach this decision?

☐ Local Authority Consultation Bundle
☐ Pre-Entry assessment/interview with young person
☐ Information provided by parent/carer/keyworker

"The details on this form have been noted and assessed for risk and balance of the course".

☐ Accepted.
☐ Declined.
☐ More info required.

☐ Accepting the above-named young person would not be suitable for their age.

☐ Accepting the above-named young person would not be suitable for their ability/aptitude.

☐ Accepting the above-named young person would not be suitable for their Special Educational Needs.

☐ Accepting the above-named young person would not be compatible with the efficient education of others.

☐ The information provided indicates that the child or young person's behaviour is highly likely to systematically, persistently and/or significantly threaten the safety and/or impedes the learning of others.

☐ The college recommends to the Local Authority that accepting the above-named young person would not be compatible with the efficient use of resources.

Summary Statement:

Northampton College is unable to meet (young person's name) 's needs currently. The information provided within the consultation indicates the following:

-

Details of the learning support available at Northampton College can be located at:

Additional Learning Support | Northampton College

Important Note:

*In most instances, where Northampton College has confirmed that it is **unable** to meet the needs of a young person, following a local authority consultation, the college will always remain open to revisit its decision, should any party be able to provide further information that is felt to be of importance. If the authority wishes to re-consult, providing additional information, please do so, by contacting **ehcp@northamptoncollege.ac.uk**.

Date:

Appendix 5: Exam Access Requirements

Exam Access Arrangements are put in place to ensure that any barriers to assessment are removed for students with a disability, so they are not placed at a disadvantage because of a persistent and significant difficulty whether physical, sensory, or learning.

Students who have Special Educational Needs and/or a Disability may require access arrangements in their exams and will need to have an Exam Access Arrangements Request form submitted on their behalf by the teacher who has entered them for the exam.

Teachers are asked to complete the form in full stating the nature of the student's impairment, the reasonable adjustments that have been made to delivery and/or resources and the student's Normal Way of Working in the classroom; this is to provide evidence to the Awarding Body that the access arrangement is appropriate and complies with current regulations.

All requests for access arrangements must:

1. **Include appropriate evidence to support the request -** This could be assessment by Specialist Teacher, a Statement of Educational Need, an Education, Health & Care Plan, or a letter from CAMHS/Speech & Language Therapist/ Consultant which confirms the student's difficulty.

2. **Reflect the student's 'Normal Way of Working' - For** example, a student cannot have extra time or a reader ONLY in an exam. The access arrangement should reflect the support given to the student in college. e.g., in the classroom via LSA/tutor support/peer support OR working in small groups for reading and/or writing OR Literacy/numeracy support lessons OR Literacy intervention strategies OR Routine use of a word processor to complete work and/or in internal tests and mock exams. If a student has never made use of the arrangement requested, then it is not their normal way of working. So, if there has never been an allowance of extra time or use of a reader/computer reader then it cannot be granted in an exam.

3. **Demonstrate that the student has a history of support -** It must be clear that the access arrangement is not being put in place suddenly at the time of the exams. This evidence can consist of observations from teaching staff and/or notes on the student's eILP which record the use of access arrangements. e.g., Jack is allowed 25% extra time to complete end of unit tasks; Jack's peers routinely support him in reading tasks; the LSA in Jack's lesson routinely scribes for him when completing extended writing tasks; the LSA in Jack's lesson acts a prompt to keep him on task; all of Jack's handouts are printed on yellow paper with enlarged font of pt 16; Jack uses a computer reader to access course materials. This is the information which should be recorded on the Statement of Normal Way of Working.

4. **Be in place at the start of the course -** This is so that students know what is available and have ample opportunity to practice using them. The arrangements must be in place for controlled assessments and coursework.