

Special Educational Needs, Disability and Learning Support Policy

Overall responsibility:	Principal
Implementation:	SEND Management Team
Date issued:	March 2022
Date for review:	March 2023

Endorsed and approved by Policy & Strategy Group

Date: 15/03/2022



Pat Brennan-Barrett

Principal

Contents

1. INTRODUCTION.....	3
2. CONTEXT.....	3
3. DEFINITIONS.....	4
4. PURPOSE.....	4
5. INTENT.....	5
6. ACCESS ROUTES TO LEARNING SUPPORT.....	6
7. MANUAL HANDLING CONSIDERATIONS.....	7
8. UNIVERSITY LEVEL COURSES.....	7
9. APPRENTICES.....	7
10. MATHS AND ENGLISH.....	7
11. RESPONSIBILITIES.....	8
Appendix 1: EQUALITY & DIVERSITY IMPACT ASSESSMENT.....	11
Appendix 2: COMMUNICATIONS PLAN.....	14
Appendix 3: SEND PANEL TEMPLATE.....	15

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 a number of 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 work together to 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 2015 Special Educational Needs and Disability Code of Practice. 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);
 - 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.);
 - 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
 - Services linked with our Library Plusteam, e.g. study skills and digital skills support
 - Exam Access Arrangements;
 - 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

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 an 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 introduced 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 that have lost learning due to the pandemic.

3. DEFINITIONS

SEND	Special Educational Needs and Disability	DFE	Department for Education
ESFA	Education and Skills Funding Agency		
EHCP	Education Health & Care Plan	LSA	Learning Support Assistant
ALS	Additional Learning Support Support provided to an individual that is over and above the support that is provided to students within the educational setting	HNS	High Needs Student For EFA funding purposes, defined as: <ul style="list-style-type: none"> • a young person aged 16 to 18 who requires learning support costing over £6,000 • any young person aged 19 to 25 with an EHC plan who requires additional support costing over £6,000
EILP	Electronic Individual Learning Plan	HE	Higher Education

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-entry 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 use and 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 and be the best they can be;
- 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 others

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).
- 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;
- alerting all staff to sources of advice on disability issues, and providing a range of continuous professional development programmes for the relevant members of staff;
- the development of resources to assist staff in understanding the needs of students with disabilities and/or learning difficulties;
- the undertaking of risk assessments where there is a potential risk to students or staff due to the nature of the students' disability, this includes the assessment of specialist

equipment, e.g. wheelchair belts/wrist straps which potentially restrain students with disabilities where there is a requirement for approval from the relevant health professional for use on site. The college will ensure there is no deprivation to an individual's liberty (for further information refer to the relevant college policy on control and restraint)

6. ACCESS ROUTES TO 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 chosen 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 receive a face to face assessment to ensure the college can meet their needs. Where there is uncertainty as to the suitability of a student for a course, the assessment will be conducted by both SEND curriculum managers to ensure the student has the most appropriate starting point. The assessment may be taken to 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 their plan. The college will consider dual registrations with another provider for those young people transitioning to mainstream education, however in order to enrol on a full-time study programme at Northampton College, the requirement for the college to be named in 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 as a result of lost learning.
- 6.4 Where appropriate and within funding rules they should be entitled to:
- a specialist support Tutor/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, including a picture of how the student works in lessons
 - 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 team. All home visits will 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 discreet provision will be in line with the college's Restraint Policy. For students in Supported Learning, staff will be trained in positive behaviour management (see Supported Learning Manual Handling & Restraint Policy for further information).
- 7.3 The college will undertake risk assessments where there is a potential risk to students or staff due to the nature of the student's needs, this includes the assessment of specialist equipment, e.g. wheelchair belts/wrist straps which could potentially restrain students with disabilities. The college will ensure there is no deprivation to an individual's liberty (for further information refer to the relevant college policies on control and restraint)

8. UNIVERSITY LEVEL COURSE

- 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 University Level Courses will need to apply for this prior to commencing their course. 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, and students are provided with a dedicated study area, with access to support for their study skills from experienced members of the college's library staff.

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 to the ALS service in the usual way and are able to access the same support available to all students, providing the relevant specialist assessment/diagnostic has been completed.

10. MATHS AND ENGLISH

- 10.1 Students will participate in a robust assessment of their literacy and numeracy ability upon course entry to be placed in the most appropriate level of learning so as 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 college's specialist teams will assess students and allocate support levels as appropriate, only when it can be evidenced that teachers have 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 to the ALS team 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:

- 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
- respect the student's confidentiality (unless there is a safeguarding concern)
- 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 (further guidance for teacher is available in the guidance document: 'Working with Learning Support Assistant's)
- use strategies in making adjustments that encourage student independence and employability
- provide students advance notice of timetable changes, so as to be able to prepare their students for change and ensure resources remain efficient
- comply with college policy and procedure

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

- own and monitor the support of students within their caseload, including directing and developing LSAs, working with these students in collaboration with the class teachers, recording this work as required
- ensure the eligibility of students in receipt of Learning Support, and ensure levels of support being recommended can be funded prior to any verbal agreement with students
- complete reviews of support for High Needs Students and those students with EHCPs in line with college protocols and statutory obligations
- record the support delivered and other appropriate information onto the student's EILP to inform the curriculum areas
- 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 reviewing 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

11.5 **Business Centre staff / Apprenticeship teams** have the responsibility to:

- ensure learning support needs are discussed as part of the apprenticeship ‘sign-up’ process, referring students to the Learning Support Team for support on college sites where appropriate.
- Access to Work funding should be considered if the young person has support requirements in the workplace that cannot be met by the employer making ‘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.
- ensure that teachers know to collaborate with the Learning Support Team 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;
- **timetable/group students with a need for support in class collectively, where possible**, 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 for students with SEND. If additional pastoral support is required, the student should be referred in the usual way.
- Ensure that college staff have the skills, knowledge and/or expertise as appropriate to the students they support.

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

- ensure the college 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 so as to make its best endeavours to ensure all students receive the support required in their preparation for adulthood

APPENDIX 1 – EQUALITY & DIVERSITY IMPACT ASSESSMENT

APPENDIX 2 – COMMUNICATIONS PLAN

APPENDIX 3 – SEND Panel Template

Appendix 1: EQUALITY & DIVERSITY IMPACT ASSESSMENT

This form should be used by managers and policy authors within their area of responsibility to carry out Equality & Diversity Impact Assessments (E&DIAs) in relation to protected characteristics, specifically: Age, Sex, Disability, Gender reassignment, Race, Religion or Belief, Sexual Orientation, Pregnancy & Maternity and Marriage & Civil Partnership.

The word 'policy' is taken to include strategies, policies, procedures and guidance notes; formal and informal, internal and external.

The Impact Assessment may be carried out on any policy, service, function or plan you are engaged in, or are about to commence. All policies should be clearly stated. However, in reality, some policies are built into everyday procedures and customs, therefore not all policies are open to inspection and review. Any assessment of a policy should include these customs and practices as well as the formal written policy. 'Functions' means your duties and powers and includes internal and external functions, including service delivery.

1. Name of policy

Special Educational Needs, Disability & Learning Support Policy

2. What is the aim(s), objective(s) and/or purpose 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.

3. Who is the policy lead?

Helen Janska, Assistant Principal, Academic & Vocational Support
Thomas Goodridge, Assistant Principal, Academic & Vocational Support

4. Which of the following groups could be affected by this policy? (Tick all that apply)

Learners Staff Wider community

5. Team

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

Date E&DIA undertaken:

E&DIA undertaken as a result of:

Renewal / Revision of Policy / Procedure

Date of last E&DIA (if applicable) _____

6. Complaints?

Have complaints been received from anyone with one or more protected characteristic about the service provided? If yes then please give details. No

7. The Impact

Four possible impacts should be considered as part of the assessment:

Positive impact – Where the policy might have a positive impact on a particular protected characteristic.

None or little impact – Where you think a policy does not disadvantage any of the protected characteristics.

Some impact – Where a policy might disadvantage any of the protected characteristics groups to some extent. This disadvantage may be also differential in the sense that where the negative impact on one particular group of individuals with protected characteristics is likely to be greater than on another.

Substantial impact – Where you think that the policy could have a negative impact on any or all of the protected characteristics. This disadvantage may be also differential in the sense that the negative impact on one particular protected characteristic is likely to be greater than on another.

Using the guidance provided above, complete the following table:

Sex/Age	Positive impact	No or little impact	Some adverse impact	Substantial adverse impact
Women		✓		
Men		✓		
Age		✓		

Disability	Positive impact	No or little impact	Some adverse impact	Substantial adverse impact
Visually impaired	✓			
Hearing impaired	✓			
Physical disability	✓			
Specific Learning difficulties	✓			
Global learning difficulties	✓			
Autistic Spectrum Disorder	✓			
Any other disability - various	✓			

Race	Positive impact	No or little impact	Some adverse impact	Substantial adverse impact
White		✓		
Other minority groups		✓		

Other Protected Characteristics	Positive impact	No or little impact	Some adverse impact	Substantial adverse impact
Religion and Belief		✓		
Sexual Orientation		✓		
Gender Reassignment		✓		
Pregnancy & Maternity		✓		

Marriage & Civil Partnership		✓		
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Please comment on any areas where some or substantial impact is indicated. Any resulting actions must be added to the attached action plan.

Not applicable

8. Is there anything that cannot be changed?

What cannot be changed?	Can this be justified?	If so, how?
Not applicable	Not applicable	Not applicable

Please list the main actions that you plan to take as a result of this assessment in your area of responsibility. (Continue on separate sheets as necessary)

Not applicable

EQUALITY & DIVERSITY IMPACT ACTION PLAN FOR INCLUSION IN QUALITY IMPROVEMENT PLAN

Area for Improvement and expected impact (linked to Corporate Objectives) N/A

SMART actions/activities N/A

Staff development or Resources required N/A

Timescale including Milestones N/A

Success Indicators and evaluation N/A

DISTRIBUTION: Copies of the final E&DIA should be sent to:

Jan Hutt - Director of HR, Patrick Leavey - Deputy Principal – Teaching, Learning & Success

And to those whom this Impact Assessment will cause to have further work to do in either changing processes or re-writing the policy(s) concerned.

All actions recorded here should be carried forward into your QIP, so that actions can be monitored and evaluated to measure the impact. There will be random sampling of action plans through the Equality & Diversity Forum

Appendix 2: COMMUNICATIONS PLAN

TITLE OF COLLEGE POLICY:		DATE APPROVED BY	
Special Educational Needs, Disability & Learning Support Policy		Date:	

AUDIENCE (select appropriate with ✓)			
Managers		Curriculum teams	Business Support teams
All staff	✓	Suppliers	Partners ✓
Other - Students			

CHANNEL (select appropriate with ✓)			
Policy & Strategy Team (PST)	✓	Quality Improvement Network (QIN)	Marketing team
Meeting	✓	Meeting	NC Update Intranet Website ✓
Individual team		Suppliers	Partners ✓
Document Library Noticeboards Team meeting Email	✓	e.g. Letter or email Meeting	e.g. Letter or email Meeting
College Management Team (CMT)		JCNC	CORPORATION
Meeting	✓	e.g. Meeting Email	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: 01/04/2021

PRIVATE AND CONFIDENTIAL

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 or enrolment process can be completed.

SECTION 1 – STUDY PROGRAMME APPLIED FOR			
SECTION 2 – PERSONAL DETAILS OF YOUNG PERSON			
Surname:		Forename:	
		Male <input type="checkbox"/> Female <input type="checkbox"/> Other: <input type="checkbox"/>	
Date of Birth: (dd/mm/yyyy)	Current Age:	Prospective Student ID (if applicable):	
4/08/2004	Click or tap to enter a date.		
Does the young person have an Education Health and Care Plan? (EHCP)	Yes	If yes, has the college been consulted by the Local Authority?	Yes
			Local Authority: Click or tap to enter a date. Click or tap here to enter text.
Primary Difficulties:			
Panel Attendees:	Patrick Leavey, Deputy Principal Phil O'Hara, Deputy Principal Mark Owen, Assistant Principal (Assistant Principal Student Services) Bev Davies, Assistant Principal (ESOL, Supported and Foundation Learning) Melanie Mclean, Curriculum Manager (Supported and Foundation Learning) Helen Janska, Assistant Principal (Academic & Vocational Support) Thomas Goodridge, Assistant Principal (Academic & Vocational Support) Other professionals if relevant:		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
SECTION 3 – ASSESSMENT			
Consideration of the Special Educational Needs Code of Practice (2015) Section 7.3			
Question	Discussion / Supporting Information	Comments / Actions / Additional considerations	
Would accepting the young person be suitable for their age?	Yes	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.	
Would accepting the young person be suitable for their ability/aptitude?	Yes	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:
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?	Click or tap to enter a date.
Although a full costing exercise has not been completed, what level of funding does the consultation indicate is required?	Click or tap to enter a date.

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

Summary Statement:

Northampton College is unable to meet [Click or tap here to enter text.](#) needs at this time. The information provided within the consultation indicates the following:

-

Date: [Click or tap to enter a date.](#)