



East Coast College

SEND Strategy and Policy

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SEND Strategy and Policy

1. Context

1.1 Inclusivity

ECC considers that all students, regardless of their needs or course, should have the same opportunities to achieve in their learning, alongside appropriate support if required.

ECC is committed to actively promoting equality of opportunity ensuring that all students reach their learning potential and achieve success on an appropriate course of study. The College aims to provide sensitive advice and guidance to all students prior to entry to raise aspiration and to assess any additional needs in a timely and comprehensive manner. Students are encouraged to disclose their needs confidentially at all stages of the student journey.

The College uses a range of strategies to design an appropriate and flexible support programme to reduce significant barriers to learning. It regularly reviews the impact of its interventions to ensure that available funding is used to the best effect and impacts positively on student achievement. It is recognised that barriers to learning can be caused by physical, mental, social and emotional and language factors. Students are supported to develop insight into personal barriers and develop strategies and skills that will encourage them to become independent learners.

1.2 Scope

This strategy and policy applies to all those applying to attend ECC campuses and those enrolled onto any study programme or course.

The purpose of this strategy and policy is to ensure that all students achieve their learning potential and understand their entitlement to support. It also links to QD012 – Teaching, Learning and Assessment Strategy in respect of inclusive teaching and learning. All staff must be aware of the College's obligations and their responsibilities to:

- promote equality and participation
- ensure that individualised strategies are in place to support learning
- monitor the impact and quality of the learning support that is delivered

1.3 Legal Frameworks and Compliance

This strategy reflects the duties required of Further Education (FE) and Higher Education (HE) providers under the following legislative frameworks for students with SEND (Special Educational Needs and Disabilities):

- Equality Act 2010
- Children and Families Act 2014
- Keeping Children Safe in Education 2024
- Education Inspection Framework 2019
- SEND Code of Practice 2015

1.4 Definitions

The SEND Code of Practice, Jan 2015 defines SEND as a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The range of SEND can include those with Specific Learning Difficulties (Dyslexia, Dyspraxia, etc), Moderate, Severe and Profound Learning Difficulties, Social and Emotional, Autistic Spectrum Disorder and Sensory Impairment.

The College has a duty to anticipate needs wherever possible, to teach, assess and support in an inclusive manner and to make reasonable adjustments accordingly and to treat all students equally. ECC is committed to creating an inclusive environment for all students to learn. Additional support is provided in order that students with SEND can benefit from an education that will support them to reach their full potential.

Information on a SEND need cannot be passed on to third parties without explicit informed consent from the student/parent/carer. It is acknowledged that where a student has disclosed a SEND need, the whole College is deemed to be aware of their individual needs.

1.5 Educational Areas

ECC delivers across a number of educational areas and this strategy and policy applies across all of them:

- Further Education (FE) (Lowestoft, Great Yarmouth Campuses and Lowestoft 6th Form)
- Higher Education (HE) (Lowestoft and Great Yarmouth Campuses)
- Work-Based Learning (WBL)
- Maritime and Commercial

1.6 National Context

From the recent Department for Education (DfE) data sets, the whole education sector (pre-16 and post-16) has seen an increase in the number of Education, Health and Care Plans (EHCPs), the key legal document summarising the needs and provisions of children and young people with SEND, of 9.9% in one year between 2020 and 2021 (DfE, 2022)

1.7 Regional Context

The level of SEND for Children and Young People (CYP) has continued to rise and, in particular the total number of EHCP/Statements across both counties that ECC work with latest DfE data (Statements of SEN and EHC plans: England, 2024) showing the following percentage of all students with an EHCP/Statement against a national average of increase 11.4% in 2023-24 year compared to 2022-23 year:

- Norfolk: an increase of 22.9% from 2022-23 year
- Suffolk: an increase of 13.0% from 2022-23 year

1.8 ECC Context

ECC has seen a steady year-on-year increases of 15-20% for the number of EHCPs and this is expected to grow further, noting the significant volume of students with EHCPs within NCYs 7 to 11. At the start of 2024-25 year this was a 35% increase on the previous year.

2. **Strategic Aims**

The strategy and policy aims to:

- Ensure robust and comprehensive transition for students into and exiting ECC
- Ensure appropriate provision of SEND support for students, relative to needs
- Work with FE students, parents/carers and external agencies to meet the outcomes identified within EHCPs
- Work with HE students and external agencies to meet the provisions set out in Needs Assessment Reports from DSA assessments
- Working with teaching staff, to ensure that all students falling within the scope of this strategy and policy have clear progression routes
- Working with Curriculum Management to ensure that teaching and support staff are appropriately trained in SEND needs, provisions and inclusivity
- Ensure that the College follows best practice as detailed in the SEND Code of Practice 2015
- Ensure that SEND funding opportunities are planned and maximised to enable students to receive the planned SEND support across the College

3. **Strategic Objectives and Procedures**

Ensure robust and comprehensive transition for students into and exiting ECC

To be achieved by:

- a. **FE:** regular transition meetings with local feeder schools, whether special, mainstream schools, high schools and other partners focusing on students from Year 9. This is managed through a visit schedule of schools during the Autumn and Spring Terms and ad hoc, as need arises
- b. **WBL/Maritime/Commercial:** careful dialogue between student, parent/carer and employer to ensure needs can be met prior to sign up
- c. **HE:** considerable discussion at Support to Study interviews and liaison between student, referring college and DSA (Disabled Students' Allowances), where appropriate

- d. Ensuring there are dedicated transitions teams in place on all campuses for individuals entering onto and exiting from courses at the college
- e. Engaging with parents/carers, Local Authorities and employers (where appropriate) at an early stage in the transition process whilst providing them with quality information to help them to understand and make informed decisions
- f. Holistic assessment of student needs and provision, including pre-entry and induction
- g. Discussion and action at weekly SEND Panel meetings to ensure that the college can meet the needs of students with EHCPs and DSA. Terms of Reference have been agreed for this

Ensure appropriate provision of SEND Support for students, relative to needs

To be achieved by:

- a. Careful identification of student needs and provisions prior to commencement of studies, whether identified through assessment, EHCP, DSA or external agencies
- b. Provisioning appropriate support prioritised according to need in the following orders:
 - i. FE/WBL/Commercial:
 - 1. High Needs
 - 2. EHCPs
 - 3. Other recognised SEND
 - ii. HE:
 - 1. DSA assessed
 - 2. Other recognised SEND
- c. Providing in-class Co-Educator support on either a one-to-one or group basis, as appropriate
- d. Providing short-intervention one-to-one sessions to identify barriers to learning and strategies to utilise in-class
- e. Providing advice and guidance to teaching staff on in-class SEND intervention strategies
- f. Providing appropriate additional resources including, assistive hardware and software, physical aides and reasonable adjustments
- g. Providing Exams Access Arrangements (see Policy QD073) for students requiring additional concessions
- h. Providing referrals to and liaison with external agencies, including, LA Sensory Support, Educational Psychologists, Exam Access Assessors and DSA
- i. Working alongside teaching staff to monitor individual student progress and provide advice and guidance

Working with teaching staff, to ensure that all students falling within the scope of this strategy have clear progression routes

To be achieved by:

- a. Working with Curriculum areas to ensure that the College delivers an enabling curriculum that is broad, rich and relevant and ensures SEND students have clear progression routes into:
 - Higher level programmes
 - Mainstream
 - Employment
 - Supported internship or employment
 - Wider society
 - Greater independence
- b. Providing advice and guidance on Curriculum Planning for SEND to ensure course relevance and fitness for purpose, related to Curriculum Intent and student intended destination
- c. Half-Termly Progress Board meetings between SEND Support and Curriculum Managers to ensure that all EHCP and DSA students are reviewed and any additional measures put into action to ensure:
 - i. Attendance
 - ii. Retention
 - iii. Progress from starting point, relative to student's needs/provisions
 - iv. Progression

Working with Curriculum Management to ensure that teaching and support staff are appropriately trained in SEND needs and provision

To be achieved by:

- a. Enabling a rolling timetable of both general and specialist training to ensure all teaching and SEND support staff are given the opportunity to develop their own skills supported by Professional Learning (including learning on SEND needs and provisions, Inclusive and differentiated teaching strategies)
- b. Providing targeted Professional Learning to SEND support and other support staff to ensure learners' needs are met (including support strategies for categories of SEND needs)
- c. Involvement in local and national training programmes to develop the skills and knowledge of teaching and SEND support and other support staff

Ensure that SEND funding opportunities are planned and maximised to enable students to receive the planned SEND Support across the College

To be achieved by:

- a. **High Needs:** Planned negotiation with Lead LA on allocated numbers and to ensure timely applications are made, according to Local Authority (LA) requirements
- b. **ESFA 19+:** Planning appropriate adult SEND provision and ensuring that monthly students claims are processed and maximised

- c. **Apprenticeships:** Working closely with Curriculum Management and assessors to ensure monthly students claims are processed and maximised
- d. **HE:** To ensure DSA funding is drawn down, where applicable per student
- e. **Tracking and Reporting:** To ensure monthly tracking of revenue and expenditure against budget

4. Key Performance Indicators (KPIs)

Subject	Success measure
Progression	≥ 95% of students have a positive progression, including higher-level educational study, employment, supported employment, supported internship, apprenticeship and supported living. This will be achieved in conjunction with teaching staff, wider Student Support, including Careers and Wellbeing
Finance	Revenue and Expenditure meets agreed annual targets, or adjusted following student or other changes, as formally agreed with SMG
Quality of SEND Support	All SEND Support staff to be working towards individual SMART development targets as outlined following Learning Visits or Annual Development Conversations and benchmarked against the requirements of the EIF.
SEND Provision	All students identified as needing support are receiving the agreed support according to needs and triaged according to this strategy

5. Resources

Resources are determined by triaging the need of each student with SEND case-by-case in the following order of priority: High Needs, EHCP, 19+ & Non-EHCP. With additional revenue streams derived for High Needs, 19+ and Apprenticeship students.

The current human support resourcing (LSAs) is stretched because of increasing demand, and diminishing statutory revenue streams, resulting in the lower levels of SEND (dyslexia, ADHD, etc) now reliant on assistive technology and differentiated teaching in-class. The 2023-24 year has seen a significant rise in 16-18 SEND and the need for more general in-class LSA support, particularly in E3/L1 courses.

6. Monitoring and Quality

- SEND Support Learning Visits and Deep Dives take place regularly each term to ensure that the SEND Support Gold Standards are being adhered to and action taken where needed
- Progress Boards meetings with Curriculum
- Destination and progressions data
- KPI data, including attendance, retention and pass rate
- Student Voice gained through Student Surveys and Peer Reviews, Student Forum and students' individual reviews
- SEND Support is involved during annual Curriculum Planning to ensure that it is broad, rich and relevant and ensures student progression

7. Actions

SEND Support and Foundation & Progression both have a QIP (Quality Improvement Plan) which is updated and monitored monthly by the Head of Department – Foundation & Progression and SEND Manager and supported by Assistant Principals.

8. Risk Management

The area has a Risk Assessment which is updated and monitored by the Curriculum Manager – Foundation Learning and SEND Manager and supported by Assistant Principals.

Revenue and Expenditure is updated and monitored monthly by the DCEO and any risks identified and mitigation action planned.

9. Impact Assessment

The Strategy aims to:

- Significantly improve the progression opportunities for learners identified
- Ensure consistent transition, delivery and support for identified students
- Ensure that ECC meets its legal SEND obligations, maintains healthy relationships with LAs and revenue streams