



LINCOLN COLLEGE

**SPECIAL EDUCATIONAL NEEDS AND/OR
DISABILITY POLICY**

POLICY CQ/PO/7

SPONSOR
Head of Student Services

EQUALITY AND DIVERSITY STATEMENT

Lincoln College strives to treat all its members and visitors fairly and aims to eliminate all forms of unlawful discrimination, specifically across all protected characteristics. We will work towards a fair and just organisation and promote inclusion for all those impacted by Lincoln College and the wider community.

LINCOLN COLLEGE

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY POLICY

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LINCOLN COLLEGE

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY POLICY

1 PURPOSE

- 1.1 This policy sets out Lincoln College's commitment to supporting students with Special Educational Needs and/or Disabilities (SEND) and outlines the arrangements in place to ensure that students can access education, training and wider college opportunities on an equitable basis.
- 1.2 The policy applies to all students enrolled at Lincoln College, including those studying Further Education, Higher Education, Adult Education, Apprenticeships and Supported Education programmes.

2 AIM

- 2.1 Lincoln College aims to:
 - Provide an inclusive learning environment that enables all students to achieve their full potential.
 - Identify and remove barriers to learning wherever possible.
 - Ensure students with SEND receive appropriate support and reasonable adjustments.
 - Promote independence, preparation for adulthood and progression into further study, employment and independent living.
 - Ensure compliance with statutory duties under SEND and equality legislation.
 - Involve students actively in decisions about their learning and support.
 - Work collaboratively with families, local authorities and external agencies where appropriate.
 - Ensure students with Education, Health and Care Plans (EHCPs) receive the provision specified within their plans and that outcomes remain focused on preparation for adulthood.

3 INTRODUCTION

- 3.1 Lincoln College is committed to providing high-quality education and support for students with a diverse range of learning needs, disabilities and medical conditions.
- 3.2 We recognise that students may experience barriers to learning for a variety of reasons and that support requirements may change over time. The College adopts a person-centred approach, placing the student at the heart of decision-making regarding support and reasonable adjustments.
- 3.3 Lincoln College supports students across all curriculum areas and levels of study, including specialist provision within Supported Education.
- 3.4 This policy should be read alongside:
 - Equality, Diversity and Inclusion Policy
 - Admissions Policy
 - Safeguarding and Child Protection Policy

- Learner Conduct Policy
- Mental Health and Disability Policy
- Data Protection Policy
- Complaints Policy
- Attendance Policy

4 DEFINITIONS

4.1 Under the Children and Families Act 2014:

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A young person has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than most others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream post-16 settings.

Special educational provision means educational or training provision that is additional to, or different from, that normally available.

4.2 Categories of Need

In line with the SEND Code of Practice, SEND may be associated with one or more of the following broad areas:

4.3 Communication and Interaction

Including:

- Autism
- Speech, language and communication needs

4.4 Cognition and Learning

Including:

- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate learning difficulties
- Severe learning difficulties

4.5 Social, Emotional and Mental Health (SEMH)

Including difficulties that affect emotional wellbeing, social interaction and engagement with learning.

4.6 Sensory and/or Physical Needs

Including:

- Visual impairment
- Hearing impairment
- Physical disabilities

- Long-term medical conditions

5 LEGISLATION AND GUIDANCE

5.1 This policy is informed by:

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0-25 Years (2015, updated 2024)
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Keeping Children Safe in Education (current version)
- Working Together to Safeguard Children (current version)
- Human Rights Act 1998
- United Nations Convention on the Rights of Persons with Disabilities

The College will monitor developments arising from national SEND reforms and will amend this policy where future legislation requires changes to practice.

6 Principles of Inclusion

6.1 Lincoln College believes that:

- Every student has the right to access education and training.
- Students should be supported to achieve ambitious outcomes.
- Support should be personalised and proportionate to need.
- Students should participate in decisions that affect them.
- Independence should be promoted wherever possible.
- Inclusion is the responsibility of all staff.
- Disability and neurodiversity should be recognised as part of normal human diversity.

7 Identification of SEND

7.1 The College identifies SEND through a range of methods including:

- Information provided during application and enrolment.
- School and local authority transition information.
- Education, Health and Care Plans.
- Professional reports.
- Self-disclosure.
- Parent/carer information (where appropriate).
- Screening and assessment tools.
- Referral by curriculum staff.

7.2 Students may seek support at any stage during their studies.

7.3 A formal diagnosis is not always required before support or reasonable adjustments are considered. The College will consider a range of evidence where students are experiencing substantial disadvantage.

8 Assessment of Support Needs

8.1 Students who disclose SEND may be invited to participate in a Support Needs Assessment conducted by an Assessment and Support Coordinator.

8.2 The assessment may consider:

- Previous educational support.
- Existing professional evidence.
- EHCP outcomes.
- Academic strengths and challenges.
- Support preferences.
- Assistive technology needs.
- Examination access arrangements.
- Health and safety considerations.

8.3 The outcome of the assessment may be a SEND Profile that outlines:

- Individual learning needs.
- Agreed reasonable adjustments.
- Student responsibilities.
- Staff recommendations.
- Examination arrangements.
- Additional support strategies.

SEND Profiles are reviewed regularly and updated when needs change.

9 Reasonable Adjustment

9.1 Lincoln College has a duty under the Equality Act 2010 to make reasonable adjustments where disabled students would otherwise be placed at a substantial disadvantage.

9.2 Reasonable adjustments may include:

- Adapted teaching approaches.
- Accessible learning materials.
- Additional time in assessments where appropriate.
- Assistive technology.
- Specialist software.
- Notetaking support.
- Flexible arrangements in exceptional circumstances.
- Quiet study spaces.
- Communication support.

9.3 Reasonable adjustments will be considered on an individual basis and will be proportionate to identified need.

9.4 The College is not required to make adjustments that would compromise academic standards, competence requirements, health and safety requirements or create a disproportionate burden.

10 Education, Health and Care Plans (EHCPs)

10.1 Lincoln College works collaboratively with local authorities, students, parents/carers and professionals to meet statutory responsibilities relating to EHCPs.

10.2 The College will:

- Participate in consultation processes.
- Support effective transition planning.
- Deliver agreed educational provision.
- Monitor progress towards outcomes.
- Conduct annual reviews.
- Promote preparation for adulthood.
- Contribute to transition planning beyond college.

10.3 Students with EHCPs will be supported through person-centred review processes

11 Support Available

11.1 Support available may include:

- Learning support.
- Specialist teaching.
- Assistive technology.
- Examination access arrangements.
- Transition support.
- Mentoring.
- Study skills support.
- Personal care arrangements where appropriate.
- Support for work placements.
- Emotional wellbeing support.
- Referral to specialist services.

11.2 Support will be regularly reviewed to ensure effectiveness and promote independence.

12 Apprenticeships and Adult Learning

12.1 Students studying apprenticeship or adult learning programmes may access SEND support in accordance with the Equality Act 2010.

12.2 Screening tools may be used to help identify support needs; however, decisions regarding support will always involve professional judgement and discussion with the learner.

12.3 Where appropriate and with consent, relevant information may be shared with employers or placement providers to facilitate reasonable adjustments.

13 Student Responsibilities

13.1 Students are encouraged to:

- Share information about support needs.
- Participate in support planning.
- Attend agreed support sessions.
- Inform the College of changes to their circumstances.
- Engage with strategies and adjustments provided.

13.2 Students choosing not to disclose SEND should be aware that this may affect the support that the College is able to offer.

14 Safeguarding and Wellbeing

14.1 The College recognises that some students with SEND may be more vulnerable to abuse, exploitation, bullying or social isolation.

14.2 SEND staff will work closely with safeguarding teams, curriculum staff and external agencies where concerns arise.

14.3 Where safeguarding concerns exist, information may be shared in accordance with safeguarding legislation and College safeguarding procedures.

15 Learner Conduct

15.1 Lincoln College expects all students to meet standards outlined within the Learner Conduct Policy.

15.2 Where concerns arise regarding the behaviour of a student with SEND, the College will consider:

- Whether behaviour may be linked to disability or SEND.
- Existing support arrangements.
- Appropriateness of reasonable adjustments.
- Additional support strategies that may be required.

15.3 SEND staff may be involved in learner conduct meetings where appropriate.

15.4 Nothing within this policy removes the College's right to implement disciplinary procedures where necessary.

16 Return to Study

16.1 Following a period of absence due to illness, disability, mental health difficulties or other significant circumstances, the College may develop a Return to Study Plan.

16.2 This may include:

- Assessment of support needs.
- Risk assessment where appropriate.

- Temporary reasonable adjustments.
- Liaison with external professionals.
- Regular review meetings.
- Reintegration planning.

16.3 The College may seek relevant medical or professional advice where necessary to support a safe and successful return to learning.

17 Data Protection and Confidentiality

13.1 The College processes personal information in accordance with the Data Protection Act 2018 and UK GDPR.

13.2 Information relating to disability, health conditions and SEND will be treated as special category data and managed securely.

13.3 Information will only be shared with those who require it to:

- Meet educational needs.
- Implement reasonable adjustments.
- Fulfil safeguarding duties.
- Protect health and safety.
- Meet legal obligations.

13.4 Students aged 18 or over will normally be consulted directly regarding the sharing of information unless safeguarding concerns or legal responsibilities require otherwise.

13.5 Records will be retained in accordance with the College's Data Retention Schedule.

18 Accessibility

18.1 Lincoln College is committed to making its environment, services and information accessible to all students.

18.2 Information relating to this policy can be provided in alternative formats upon request.

19 Complaints

19.1 Students, parents or carers who are dissatisfied with any aspect of SEND provision should initially discuss concerns with the SEND Team.

19.2 Where concerns cannot be resolved informally, the College Complaints Policy should be followed.

19.3 Students may also access impartial information and advice through relevant local authority SEND Information, Advice and Support Services.

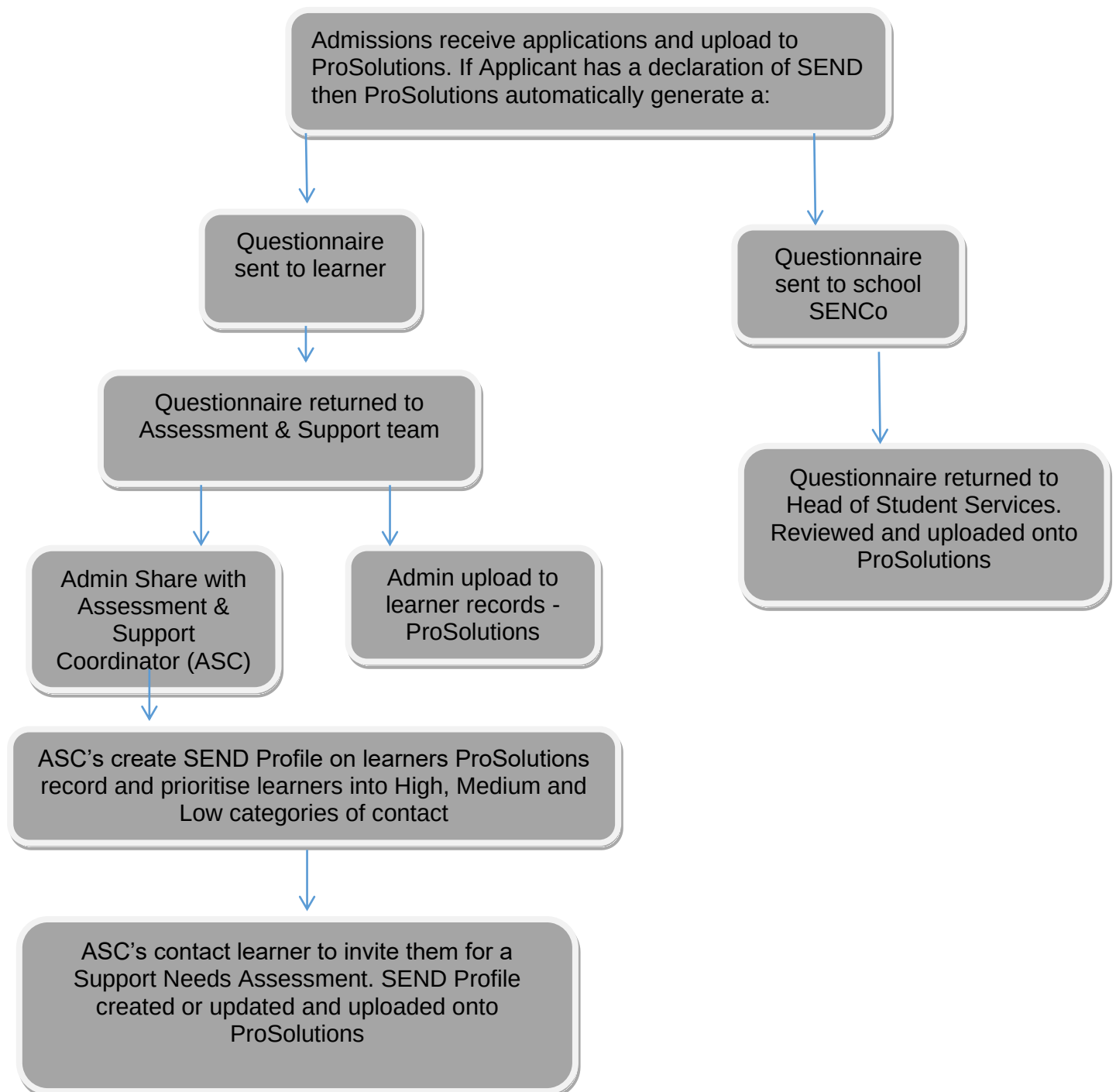
20 Monitoring and Review

20.1 The Head of Student Services is responsible for monitoring the effectiveness of this policy.

20.2 The policy will be reviewed annually or sooner where changes in legislation, statutory guidance or organisational requirements make this necessary.

APPENDIX ONE

Assessment and Support at Lincoln College Process for application received for a SEND learner



Student Services Team Structure

