


Reference Number: P80

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY (SEND)



Policy Review					
Author/Owner	Position	Approved by: Signature:	Approval Date	Review Cycle Review Date	Published on Website Y/N
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Document Control – Revision History (Policies only)					
Author/Owner	Summary of Changes	Date	Date last reviewed by SED	Version	Recommend to SED Y/N
Donna Short	New Policy	1/9/23		v1	
Donna Short	Reviewed – no updates needed	April 2024		v1 reviewed	
Sophia Dickson	Review and update	23/04/25		v2/3	

Initial Equality Impact Screening					
Has anyone else been consulted on this policy and/or procedure?					
What evidence has been used for this impact screening (e.g. related policies, publications)?					
Declaration (please tick one statement and indicate any negative impacts)					
<p>X I am satisfied that an initial screening has been carried out on this Policy and/or Procedure and a full Equality Impact Assessment is not required. There are no specific negative impacts on any of the Protected Characteristics groups.</p> <p>I recommend that an Equality Impact Assessment is required by the Equality and Diversity group, as possible negative impacts have been identified for one or more of the Protected Characteristics groups as follows:</p> <ul style="list-style-type: none"><input type="checkbox"/> Age<input type="checkbox"/> Disability<input type="checkbox"/> Gender Reassignment<input type="checkbox"/> Race<input type="checkbox"/> Religion or belief<input type="checkbox"/> Sex<input type="checkbox"/> Sexual orientation<input type="checkbox"/> Marriage & civil partnership<input type="checkbox"/> Pregnancy & maternity					
Completed by:	Donna Short	Position:	VP Q&E	Date:	
Reviewed by Equality & Diversity Group: NO If Yes: Date:					
I confirm that any recommended amendments have been made					
Summary of Comments including Recommendations from Equality & Diversity Group Review:					
New policy in line with current legislation and guidance around SEND and has been developed in line with the SENCo using the SEN code of practice. Language is accessible to all and does not discriminate.					
Amended by Author:		Position:		Date:	

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1. INTRODUCTION

- 1.1 Yeovil College is committed to creating an inclusive environment, where young people are treated with respect and dignity and where we anticipate and respond positively to different needs and circumstances of learners.
- 1.2 This policy builds on our belief that all learners are entitled to a balanced, broadly based curriculum and our commitment to include students of all backgrounds, abilities and needs in mainstream education where practically possible and within the spirit of efficient use of resources and funding. Each of our learners are unique, we aim to recognise the strengths and areas development of all students and appropriately support learners to achieve their full potential.
- 1.3 Yeovil College acknowledges that high standards and expectations of all learners is crucial to enhance personal and academic progress for all students, including those with special educational needs (SEND). Therefore, additional provision for students with identified needs in one or more of the four areas of SEND: Cognition and learning (Learning and work), Communication and Interaction (Community Family and Relationships), Social Emotional and Mental Health (Being Healthy) and Physical/ Sensory and Independence s balanced with appropriate challenge to reach longer term outcomes and opposes a sympathetic acceptance of low achievement. A learner identified as disadvantaged by Yeovil College may also include but not be restricted to solely learners with SEND or an EHCP. However, all those considered disadvantaged will have at least one or more needs which can be categorised within the four areas of SEND.
- 1.4 Yeovil College aims to demonstrate that all students are capable of excellence in relation to individual circumstances. The importance of enhancing positive self-esteem is also recognised, which allows opportunities for increased engagement, social development, and achievement.

2. SCOPE

- 2.1 Yeovil College believes in equal opportunities for all learners and therefore the aims of this policy are in line with the Special Educational Needs and Disability Code of Practice (2015)¹, Equality Act 2010² and Children and Families Act 2014³.
- 2.2 This Policy applies to learners studying any provision up to and including at Level 3 at Yeovil College, regardless of subject or mode of study. However, this Policy does not extend to provision at Level 4 or above provided through Yeovil College University Centre, as learning support at university-level is provided through a different system, including the provision of Disabled Students' Allowance through Student Finance England. The HE Disability Support for Students Policy is available in the 'Policies and Reports' section of the College website, and outlines in more detail the learning support available for students studying at Yeovil College University Centre.
- 2.3 Students studying at Yeovil College as part of an Apprenticeship programme should be aware that whilst the College can support students with special educational needs and to access reasonable adjustments during their studies, the College can not implement specific support or reasonable adjustments in the workplace, and a learner's employer is responsible for providing appropriate support. The College can provide signposting to employers on how to access support in implementing reasonable adjustments for apprentices in the workplace.
- 2.4 The policy aims to:
- a. Uphold the SEND Code of Practice (2015).
 - b. Ensure the Equality Act 2010 duties for learners with disabilities are met.
 - c. Explain how provision is put in place to enable disadvantaged learners, including learners with special educational needs and EHCPs, to have their needs met.
 - d. Promote a culture of inclusion valuing high quality teaching for all learners.
 - e. Ensure that all learners have the opportunity to thrive by delivering high quality delivery.

¹ [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/426271/SEND_Code_of_Practice_0_to_25_years.pdf)

² [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/15/section/1)

³ [Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/6/section/1)

- f. Ensure the Implementation of reasonable adjustments wherever possible so as to ensure disadvantaged and disabled students have equity and equal opportunities in relation to admission and learning.
- g. Ensure that disadvantaged learners, including those with SEND and those with EHCPs engage as fully as practicable in the activities of Yeovil College alongside all other learners
- h. Employ a collaborative approach with disadvantaged learners, including those with SEND and those EHCPs, their families, staff within college and other external agencies including those from Health and Social Care, where appropriate;
- i. Make efficient and effective use of college resources to enhance the learner experience.
- j. Explain the roles responsibilities in relation to SEND.

3. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

3.1 Learners have Special Educational Needs and Disability (SEND) if they have a learning difficulty or disability which requires special education provision to be provide for them, namely provision which is 'additional to or different from' that normally available in a differentiated curriculum. Yeovil college regards learners as having a SEND if they:

- a. Have a significantly greater difficulty in learning than the majority of learners of the same age, or
- b. Have a disability which prevents or hinders a learner from making use of facilities of a kind generally provided for others of the same age in mainstream post-16 institutions.
- c. Learners must not be regarded as having a learning difficulty solely because of their language or form of language of their home is different from the language in which they will be taught.

3.2 Yeovil College will have regard to the SEND Code of Practice 2015 when carrying out its duties towards learners with SEND and ensure that learners are involved in and at the centre and, where appropriate, parents/carers are also informed by the by the college that SEND provision is being made for their young person. The intention is to prepare the learners for adulthood, whilst also respecting parents' views and involvement where needed/ appropriate. 3.3. There may be times in a learner's college journey when they are identified as having SEND or being disadvantaged.

These learners may be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Learners with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

3.3 The Four Areas of Special Educational Needs

(Refer to Appendices, Table 1)

Under the SEND Code of Practice 2015 learners identified as having a SEND will be considered within one or more of the following categories of need:

3.3.1 Cognition and Learning (Learning and Work)

"Those with a need in this area of SEND, may struggle to access learning for one reason or another or learn at a slower pace than their peers. They may have difficulty concentrating, processing, with executive functioning, planning and organising, engaging and attending education and/ or developing literacy or numeracy skills or understanding new concepts. **Learning difficulties and disabilities associated with this area of SEND:** "Support for learning difficulties may be required when" individuals "learn at a slower pace than their peers, even with appropriate differentiation.

"Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD)", where learners "are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where a learner is likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment."- SEND Code of Practice 2015. "Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia". SEND Code of Practice 2015, p98.

Cognition and learning needs are not limited to the above learning difficulties. Learning Disabilities such as ASC and ADHD may also have aspects that fall into cognition and learning, it is dependent on the specific learner and their individual needs.

3.3.2 Social, Emotional and Mental Health Difficulties (Being Healthy)

Learners with a need in this area of SEND, may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect an unmet need or a situation or event/events occurring in their lives (these can be past or current). Underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.” Other learners “may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder”. - SEND Code of Practice 2015.

3.3.3 Communication and Interaction Needs (Community Friends and Relationships)

Learners a need in this area of SEND may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication”.

Learning difficulties and disabilities associated with this area of SEND:

The profile for every learner “with speech, language and communication needs (SLCN) is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives”. - SEND Code of Practice: 2015.

Learners “with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others” - SEND Code of Practice 2015. Some learners may be elective mute – this may cross over with also having an SEMH need.

3.3.4 Sensory and/or Physical Needs and Independence

Sensory:

Needs in this area may affect learners’ ability to cope with certain environments, noise levels and environmental stimulus.

Physical:

Learners “with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers”. - SEND Code of Practice 2015.

Sensory and Physical Learning difficulties and disabilities:

Learners “with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or more general sensory needs require specialist support and/or equipment to access their learning”. Learners “with an MSI have a combination of vision and hearing difficulties”. - SEND Code of Practice, 2015.

Independence and Preparation for Adulthood:

From Year 9 onwards (including college), there is also a focus on independence and preparation for adulthood/ adult life and work; for learners 16-18 and EHCP learners.

4. Our Approach to SEND

4.1 Applications and Enrolment

- a. Learners who are in receipt of an Education, Health and Care plan (EHCP) will be referred to Yeovil College by the Local Authority (LA). The Special Educational Needs and Disability Coordinator (SENDCo) will then respond to consultations from LA, following the guidance as outlined in the SEND Code of Practice 2015. This is to ensure that the specific learning needs of the young person can be met by Yeovil College and to plan, where required, an appropriate transition. A provision map is also done at consultation for each learner with an EHCP and any learner with an EHCP that applies is met by the SEND/Inclusion Team (before an offer is made and that needs and support is discussed with learners /and/ parents - to enhance signposting and ensure that learners have the best chance of starting in the right place, at the right time with the right support). The SEND/ Inclusion Team will also attend LA panels and liaise with schools/SENDCos/ Works and internal stakeholders regarding the learners and transitions.
- b. For those learners with SEND but who are not in receipt of an EHCP, Yeovil College requests information in relation to their learning difficulties. This can be initiated by declaration of needs on their application.

The SEND/ Inclusion Team will meet with the learner after an offer is made. Information about needs and support required will be sought at this point, to ensure the right support is in place, to ensure learners can reach their best potential.

- c. Diagnosis will also be sought, where available. Where this is not available, the areas of SEND for which needs fall under will be addressed. Further information will be sought from the schools/ school SENDCos, as a part of the transitions process. The SEND/ Inclusion Team will also attend LA panels and liaise with schools/SENDCos/ Works and internal stakeholders regarding the learners and transitions. Staff and learners can also signpost themselves as having needs in the four areas of SEND. Extended transitions may be offered if required. These may include:

- Taster days
- Specialist transition sessions
- Further Meeting with parents/carers
- Meetings with external agencies
- Further conversations/meetings with current education setting

4.2 Graduated Response for Support - Assess, Plan, Do, Review SEND Cycle

(Refer to Appendices, Table 2)

- 4.2.1 Where a learner is identified as being disadvantaged or having SEND, we will seek to take action to support effective learning by removing barriers to learning and putting effective provision and support in place. Support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what support they require in order to make good progress and secure good outcomes. We will adopt a graduated response to support: 'Assess, Plan, Do, Review'. Learners and their parents/carers will be formally notified by letter when it is decided to provide a learner with SEND Support (although parents/carers should have already been involved in the assessment process).
- 4.2.2 For all learners with special educational needs and an those with an EHCP the cycle of 'Assess, Plan, Do and Review' will be adhered to and progress will be reviewed least yearly

Graduated Response/ approach: this is defined as a graduated level of support, depending on need. These are named waves of support (from wave 1 - wave 3):

(Refer to Appendices, Table 3)

Wave 1: that which is universally available to all, including Quality First Teaching and in class adaptations

Wave 2: time limited and specific interventions (this can be by: a SEND Practitioner, interventions teacher, Learning Support Practitioner in some circumstances, Student Support Team or Advanced SEND Practitioners for adults and apprentices)

Wave 3: specialist - equipment, agencies, personnel and/ or dedicated 1:1. For apprentices, this can include Access to Work.

These waves of support can apply for any learner with a need which can be categorised within the four areas of SEND – this will therefore apply to any learner categorised as being disadvantaged (including but not limited to those with SEND and those with an EHCP). It may not be only the SEND Team that provides this support and will depend on the type of learner/ provision type and which team their need is best met by.

4.2.3 Right Support, Right Place Right Time

Yeovil College aims to meet all learners with EHCPs and SEND to discuss:

Outcomes, Strengths and Needs and Teaching and Learning Strategies to best meet their needs. For EHCP learners, this will be linked back to their EHCP, but also related to their current needs and the most relevant information for teaching and supporting them in college, across the four areas of SEND. The same applies for learners with a need in one of the four areas of SEND, but it will not be linked back to an EHCP, it is reliant on the input from professionals, the learner and parents. The same applies for learners with an EHCP, but it will also link back to their EHCP.

Outcomes, Strengths and Needs and Teaching and Learning Strategies to best meet their needs will feed into a one page profile, which should feed into practice. Observations, learning walks and SENDCo inclusion in IMVs helps to ensure this is happening.

To ensure an effective assess plan do review cycle and graduated response for disadvantaged learners (including those with a need in the four areas of SEND and those with an EHCP); the progress made by all learners is regularly monitored and reviewed. Initially, concerns registered by teaching staff, learners, parents/carers or other agencies are addressed by appropriate adaptation and high-quality/ Quality First Teaching within the classroom.

This is known as Universal Provision or Wave 1 of support. This can include some in class support, where it is not more concentrated/ dedicated.

The support can be escalated to Wave 2 (time limited / specific interventions 1:1 sessions) where needed (or if they have an EHCP - as detailed on Section F).

Wave 3 includes specialist resources, personnel, outside agencies this level of support is usually only for those with an EHCP, needing an EHCP to be applied for or those with outside agencies involved, such as CLA/ Child Looked after or CAMHs etc. Dedicated 1:1s can be included this wave too. This is usually only learners with an EHCP.

4.3 How we Identify and Support learners with a need in one or more of the Four Areas of SEND:

4.3.1 All learners' attainment and achievements are monitored by their teaching staff who are required to provide high quality teaching and learning opportunities adapted for individual learners. Where a learner is making inadequate progress or falls behind their peers, additional support will be provided Adequate progress could:

- Be similar to that of their peers;
- Match or better the learner's previous rate of progress;
- Close the attainment gap between the learner and their peers;
- Prevent the attainment gap growing wider.

4.3.2 Where learners continue to make inadequate progress despite support and high quality teaching, the teacher will be able to ALS referral, preferably using the ALS referral email alsreferral@yeovil.ac.uk Yeovil College SEND Team to assess if a learner has a significant learning difficulty and agree appropriate

support. The wave of support may then be graduated up and back down again when progress is restored. This ensures an appropriate and effective graduated response. It may be that another internal team is better suited to meet the needs/provision needed. Staff would then follow the processes for the most appropriate internal team.

4.3.3 In some cases, it may be necessary to seek assessment by, or advice from, an external professional such as a specialist teacher or educational psychologist. This will involve discussion and agreement with the learner and their parents/carers. This would also constitute a temporary increase to wave 3, until this specialist involvement ends. Where the college internal SALT has involvement with the learner, a letter will be sent to the parents to notify them and a yellow consent form signed by the learner, where appropriate.

4.3.4 When considering whether a learner has a special educational need or disability, any of the following may be evident:

- a. Makes little or no progress even when teaching approaches are targeted particularly in a learner's identified area of weakness;
- b. Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in other teaching areas;
- c. Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- d. Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriately adapted differentiated curriculum.
- e. Has emotional difficulties which substantially and regularly interfere with the learner's own learning or that of the class groups, despite having an individualised and targeted support programme;
- f. Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- g. Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

It is important to note that slow progress and low attainment will not automatically mean that a learner is recorded as having Special Educational Needs or disabilities

4.4 Exit Criteria

When a learner has made sufficient progress in their area of need so that they no longer require any provision that is 'different from or additional to' that which is normally available as part of high quality and differentiated teaching then they will no longer be seen as requiring additional or specific and time related support. At this point, through discussion and agreement with the learner, the learner will return to Wave 1 (this can include signing a consent form – to engage with and end intervention at wave 2). The learner can escalate back to Wave 2, where needed.

4.5 Withdrawal

4.5.1. Yeovil College takes every step to support learners in order to enable them to make progress on their chosen course and in preparation for their next step. However, on occasion, a learner may be identified who will not thrive in the Yeovil College environment. In this situation, the learner will be monitored and supported as far as possible by their teachers and the SEND Department. If the concern continues and/or the learner's happiness and wellbeing is compromised, then a decision will be taken as to whether Yeovil College can provide the most appropriate learning environment for the learner and if Yeovil College is able to meet their individual needs. Parents will always be involved in this process.

4.5.2 The SEND/ Inclusion Team are now involved in FTS, early stages of disciplinarys, to help identify actions and support to prevent further escalation of needs and issues. The SENDCo attends all stage 3s for SEND and EHCP learners

4.5.3 Parents/carers should be invited to such meetings, as listed in the above point.

4.5.4 The SEND /Inclusion Team and/or Student Support Team will seek to provide a plan of support to help the learner to succeed and update the "Support Tabs"/ One Page Profile accordingly. If the learner continues to struggle, despite support, a further meeting will be arranged with the learner and parents/carers.

4.5.5 At the meeting, it may be agreed that an alternative course choice should be considered.

4.5.6 If Yeovil College considers that it is still unable to accommodate a learner's needs, despite making reasonable adjustments or following consideration of other options, Also, according to the SEND COP 2015, if the learners needs are unable to be met by the setting (despite reasonable adjustments), the needs/ behaviour of the learner is not compatible with other vulnerable learners then it may be deemed necessary to refer the learner to outside agencies in order to identify alternative learning options.

4.6 Preparation for Progression

All learners receive Careers Information, Advice and Guidance (CIAG). Learners with EHCPs can be signposted to Yeovil College Careers Advice and Guidance (CIAG) and work experience Coordinators/ Team. The Careers team have a universal offer of support for this, and they will adapt this to meet individual needs, as required. This team also completes an additional vocational profile for EHCP learners. For those in Foundation Learning courses, job coaches are also available, where needed.

5. Roles and Responsibilities

5.1 Role of the SENCo

5.1.1 Where a learner is in receipt of an EHCP and resides in Somerset, it is the responsibility of Somerset County Council to consult with Yeovil College regarding provision detailed in the learner's EHC plan. For those learners living outside of Somerset, responsibility will sit with their Local Authority.

5.1.2 Liaising with Local Authority, parents/carers (for those 16-18 or with an EHCP) and other professionals in connection with a learner's SEND needs is the responsibility of Yeovil College SENDCO/SEND/Inclusion Team.

5.1.3 Yeovil College SENDCo will (across all provision types and curriculum areas):

- a. play a key role in helping to determine the strategic development of the SEND policy and provision in Yeovil College to raise the achievement of learners with SEND; also attending ECO and termly SMT meetings
- b. take day-to-day responsibility for the operation of the SEND Policy provision, quality and co-ordination

- a. of the provision made for students with SEND, working closely with staff, parent/carers and external agencies including the LA's support and educational psychology services, health and social services;
- c. have overall responsibility for the day-to-day provision of the SEND provision, quality, support and the implementation of the SEND Policy;
- d. support staff to understand their responsibilities to learners with SEND and Yeovil College's approach to identifying and meeting SEND needs;
- e. provide related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND. This will include liaising with the head of TALQ to ensure the organising of any training needs and being involved in IMVs, observations and learning walks.
- f. ensure that teachers are given any necessary information relating to a young person's learning support needs and/or disabilities (if known) so that teaching practices are appropriate.
- g. co-ordinate and monitor targeted provision for learners with SEND, including those in receipt of an EHCP;
- h. be responsible for monitoring and evaluating the progress of learners identified as having special educational needs;
- i. be responsible for monitoring and evaluating the impact of the SEND provision through observations, learning walks and involvement in IMVs with TALQ team.
- j. monitoring will include the analysis of the attendance and achievement data by SEND cohort as well as the more specific monitoring of bespoke interventions through observations, learning walks and involvement in IMVs with TALQ team.
- k. Ensuring, wherever possible, liaison with other educational settings when a learner with SEND transfers;
- l. Attending transition meetings to ensure information is successfully shared prior to enrolment;
- m. Supporting students with SEMH needs through liaison with the Head of Student Services.

5.2 All Teachers are Responsible for Helping to Meet a Student's Needs (Irrespective of any specialist qualifications or expertise).

This policy and the SEND Info report will feed into practice and should be followed for all learners that it relates to

5.3 Monitor & Review

This policy will be reviewed annually.

6. RELATED POLICIES, PROCEDURES, DOCUMENTS

- HE Disability Support for Students Policy
- Health Wellbeing Fitness to Study Policy
- Safeguarding and Prevent Procedure
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)
- [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/15)
- [Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/12)

Appendices

Table 1 – Four Areas of SEND:

<u>Four Areas of SEND</u>	<u>Description</u>
Cognition and Learning (Learning and Work)	Individuals with learning needs may struggle for one reason or another to access learning or learn at a slower pace than their peers and may have difficulty developing literacy or numeracy skills or understanding new concepts. Needs in this area may affect the way they learn and operate in a place of work and can in some incidents affect engagement and attendance.
Social, Emotional and Mental Health Difficulties (Being Healthy)	Learners may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or behaviours that can appear to be disruptive. These behaviours may reflect an unmet need or a situation or event/events occurring in their lives (these can be past or current). Underlying mental health difficulties can also include anxiety or depression, self-harming, substance misuse, eating disorders, or physical symptoms that are medically unexplained. Other learners may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, or attachment disorder. Needs in this area can affect the way learners act, engage, react, attend and their confidence in relation to tasks in learning and work.
Communication and Interaction	Learners with needs in this area of SEND may have speech, language, and communication needs. They may have difficulty in communicating

Needs (Community Friends and Relationships)	with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or struggle to use social rules of communication. The profile for every learner with such difficulties are all different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language, or social communication at different times of their lives. Needs in this area may affect learners ability to express themselves, understand verbal information and understand and follow social rules, or even build and maintain appropriate relationships in life and work. Some learners may be elective mute – this may cross over with also having an SEMH need.
Sensory and/or Physical Needs and Independence	<p>Sensory: Needs in this area may affect learners’ ability to cope with certain environments, noise levels and environmental stimulus.</p> <p>Physical: Learners “with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.” - SEND Code of Practice, 2015.</p> <p>Independence: From Year 9 onwards (including college), there is also a focus on independence and preparation for adulthood/ adult life and work (for 16-18 and EHCP learners).</p>

Table 2 - The Graduated Approach

Table 3 - Waves of intervention

<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
<p>Universal Provision</p> <p>Quality First Teaching (QFT)</p> <p>These all the adaptations a teacher can make in class to meet need, including Normal Ways of Working (NWW). This can also in class support from a practitioner where it is not more concentrated / dedicated 1:1 (that would be more Wave 3).</p>	<p>Specific, targeted & time related</p> <p>Interventions/ regular meetings:</p> <ul style="list-style-type: none"> SEND Practitioners /Advanced SEND Practitioners (Apprentices /Adults)/ interventions teacher in Foundation Learning/Progression Pathways) Student Support/ Adult Pastoral Support <p><i>For Student Support, these are usually for a set time. For interventions with</i></p>	<p>Specialist</p> <ul style="list-style-type: none"> Specialist Personnel (SALT OT EP etc) Specialist equipment Dedicated 1:1

	<i>SEND need learners these should be too. For EHCP these may likely be more long term, but still need monitored and moved</i>	
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Foundation Learning and Progression Pathways: Wave 3 + because what is universally provided in FL and PP is above that which is the universal offer in other CAM Areas (smaller classes, same teachers etc).

If you feel ALS (EHCP/SEND) learner needs SEND support above and beyond that which can be met through QFT speak to the SEND P/ ASP (if apprentice or adult) for your area and/ or email alsreferral@yeovil.ac.uk

Within FL and PP Wave 3 +: they will have the three waves (as above too).