

WORCESTER SIXTH FORM COLLEGE

Learning Support Provision

Policy

September 2025



Contents

1. Introduction to Worcester Sixth Form College
2. Aims
3. Legislation and guidance
4. Identification of SEND
5. Roles and responsibilities
6. SEN Support
7. Process of identification of SEND
8. Monitoring progress
9. Supporting students for the next step
10. Our approach to teaching students with SEN
11. Adaptions to the curriculum and learning environment
12. Evaluating the effectiveness of SEN provision
13. Working with other agencies
14. Complaints about SEN provision
15. Monitoring arrangements
16. Links with other policies and documents

1. Introduction to Worcester Sixth Form College

Worcester Sixth Form College specialises in the education of 16-19 year olds with over 1750 students attending from the whole county of Worcestershire and from surrounding areas. This enables us to offer an exceptionally wide range of courses and flexible programmes in which any courses can be combined with virtually any course - further details can be found on the college website at <https://www.wsfc.ac.uk/courses>.

We welcome students from a wide variety of backgrounds and locations, creating an environment where friendships and learning blossom. In the classroom our students engage with teachers who are experts in their fields and passionate about their subject. Worcester Sixth Form College is an establishment where ambitious minds thrive, where diversity is celebrated and where individuality is valued.

The College has high expectations of all its students, and they are all encouraged to work hard to enable them to achieve their full academic potential. We have the same aspirations for our students with Special Educational Needs and Disabilities and want them to achieve the best they can whilst studying here.

Our students are highly successful, not just academically but in many other kinds of endeavour, including sports, performing arts, music, Duke of Edinburgh, charity fund raising and a wide variety of other extra-curricular areas.

2. Aims

Our SEND policy and information report aims to:

- Set out how our College will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

3. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out College's responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out College's responsibilities for Education, Health and Care Plans (EHCPs), SEN co-ordinators, and the SEN information report

4. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream education

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream education.

5. Roles and responsibilities

5.1 The Learning Support Manager and the Assistant Learning Support Manager

They will:

- Work with the Senior Leadership Team and SEN governor to determine the strategic development of the SEN policy and provision in the College
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the College's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with the schools and professionals supporting prospective students to ensure we can meet the needs of new learners of education under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

5.2 The Principal

The Principal will:

- Work with the Learning Support Manager and SEN governor to determine the strategic development of the SEN policy and provision within the College
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with the Learning Support Department to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- To implement the classroom differentiation guidance provided for each student on the College Portal, including the provision of Exam Access Arrangements
- Ensuring they follow this SEN policy

5.4 SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Working with the Learning Support Manager, they will monitor the quality and effectiveness of SEN and disability provision within the College and update the governing board on this
- Work with the Principal and Learning Support Manager to determine the strategic development of the SEN policy and provision in the College

6. SEN provided

The College currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, Epilepsy

We offer support to all those who need it, and we provide support in the following areas:

- One-to-one support
- In class support (for students with an Education, Health and Care plan)
- Assessment for exam access arrangements - if applicable
- Exam support
- Mental Health Support; the Learning Support Department works closely with the College's Wellbeing Team to support students experiencing mental health challenges.
- Digital Accessibility; the College is committed to ensuring digital resources are accessible to all students, including those using assistive technologies.

7. Process of identification of SEND

7.1 Initial College application

We encourage all students to disclose any additional needs as soon as possible to enable the college to ensure that the correct provision is in place for them. The Learning Support Manager or Assistant Learning Support Manager will interview the majority of those students who disclosed a learning need. This information is added to the College Portal ahead of the student enrolling.

7.2 Referrals

Staff can refer a student to Learning Support for additional support at any point during the academic year. This is usually done if a student discloses a learning need or the use of an exam access arrangement that they have not previously disclosed, or if a member of staff feels there may be an underlying reason why that student is struggling in a certain area in their learning.

Parents and students can also make a referral and the necessary support will be discussed. If it is deemed appropriate to consider assessing a student for an exam access arrangement – please refer to the Exams Access Arrangements Policy for further information.

7.3 EHCPs

We welcome applications from students with an Educational Health Care Plan (EHCP). Prior to application we receive a number of requests from Local Authorities for Worcester Sixth Form College to be the named setting on a prospective student's EHCP. In order to complete this consultation process, the Learning Support Manager communicates with the student's current school as well as any external agencies involved, in order to make an informed decision about whether we are able to offer a place of study. The request will be responded to within the designated time frame. On occasions students are interviewed prior to consultation taking place with the Local Authority, in this case the Learning Support Manager contacts the Local Authority to start the consultation process and a second interview is arranged with the student.

The Learning Support Manager will endeavour to meet with each student with an EHCP prior to them enrolling on courses and offer individual transition support in the form of individual tours to college and familiarisation with building/ Learning Support Assistants. Key information regarding a student's area of need is shared with relevant teaching and pastoral staff through the Portal. Annual reviews are conducted within the 12 -month time frame of the last annual review by the Learning Support Manager. Both teaching and pastoral staff contribute towards the college's written report for the annual review.

8. Monitoring progress

The College has systems in place to ensure effective monitoring of progression, including:

- Summary assessments are completed by class teachers each term, this information can be viewed by students and parents on the Portal
- Individual Learning Plans (ILP) with targets that are reviewed – currently for all students in receipt of weekly one to one support sessions.

9. Supporting students for the next step

Students with special education needs are supported through the transition process to Higher Education, Further Education or employment. We have an on-site careers team who work closely with students to provide guidance. Learning Support Assistants support students with additional needs to access careers interviews. Learning Support Assistants may also attend these appointments to ensure all the information given has been understood and when appropriate relay this to parents/carers.

10. Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their classes.

High quality teaching is our first step in responding to students who have SEN, with adaptations for individual students.

11. Adaptions to the curriculum and learning environment

We make the following adaptions to ensure students' needs are met:

- Adapting the curriculum to ensure all students are able to access it, for example, by grouping, 1:1 Work, teaching styles, contents of the lessons etc.
- Adapting the resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre teaching key vocabulary, reading instructions aloud, etc.

Staff Development and Training

The College provides ongoing professional development for staff to ensure they are equipped to support students with a range of SEND. Training includes inclusive teaching strategies and safeguarding responsibilities.

12. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students individual progress towards their goals each term
- Reviewing the impact of interventions
- Using student questionnaires to gather feedback
- Monitoring by Learning Support Manager
- Holding annual reviews for students with EHC plans

13. Working with other agencies

The college works with external agencies such as the Hearing and Visual Impairment teams where required for individual students

14. Complaints about SEN provision

For further information please contact our Learning Support Manager Sara Payne (sara.payne@wsfc.ac.uk). If you need to make a complaint, then please contact our Learning Support Manager in the first instance or in writing to the Principal in line with the College's Complaints Policy.

15. Monitoring arrangements

This policy and information report will be reviewed by Sara Payne, Learning Support Manager every year. It will also be updated if any changes to the information are made during the year.

16. Links with other policies and documents

This policy links to the following documents:

Accessibility policy

Admission and Fitness to Study Policy

Complaints policy

Equality Policy

Safeguarding Policy