

Additional Learning Needs Policy

Audience	All stakeholders – staff, students, trustees, parents and visitors
Status / review cycle	Non-Statutory/Annual
Current review	May 2025
Next review	May 2026
Review committee	Operational Development
Staff lead	Jorja Bullock, Director of Additional Learning Needs and Kate Parsons, Assistant Principal – Student Services
Trustee lead	N/A

Aims

In line with the mission and values of Esher Sixth Form College, the purpose of this policy is:

- To underline the College commitment to students with Special Educational Needs and Disabilities (SEND) to make them a full part of the College community.
- To be inclusive and ensure equal opportunities for all students.
- Esher Sixth Form College takes a whole College approach offering a Quality First Teaching approach to benefit all students.
- To empower SEND students to work as independently as possible to access a broad and varied curriculum and to achieve their full potential.
- To equip SEND students with tools and information to help prepare them with progression to university, employment or further training.
- To provide clear information to students and parents/carers about the support available, including screening for possible Exam Access Arrangements.
- To be compliant with the SEND Code of Practice (2015) to secure and provide the best special educational provision for SEND students.

Roles and responsibilities

- The Director of Additional Learning Needs is responsible for all aspects of SEND provision in the College covering the identification, process and application of appropriate support. The Director of Additional Learning Needs liaises with appropriate departments such as Student Welfare, Progression Guidance, Exams and Admissions.

- Teaching staff and learning mentors are responsible for accessing the Additional Learning Needs Overview for their students via the database and responding to their needs appropriately in the classroom and the Additional Learning Needs Centre.
- The Additional Learning Needs Centre hosts Supervised Academic Learning (SAL) group sessions and one-to-one timetabled sessions. The centre is also available for students with exam access arrangements to use and access study materials or specific support and advice during the College day.

EHCP Admissions

- Students with an Education, Health and Care Plan (EHCP) should apply for a place through the general admissions process via the College website and are required to achieve the College entry criteria as set out in the Admissions Policy.
- In addition, the College must be consulted on all EHCP applications by the relevant Local Authority. The final place decision is dependent on the Local Authority completing the consultation as directed by the SEND Code of Practice 2015 by 31 March of the relevant year.
- Only upon a successful consultation with a Local Authority case worker can the College communicate with parents and carers about individual needs.
- In the event that a student enrolls without disclosing possession of an EHCP plan, the College cannot ensure that the appropriate support will be provided.
- The Local Offer - SEN Information Report can be found on the College website as required by Surrey County Council. This is reviewed and updated annually in accordance with Surrey's Local Offer.

Reasonable Adjustments

The College requests all documents relating to a student's individual needs are made available to the Additional Learning Needs department prior to the start of courses to ensure a smooth transition. Moreover, students and/or parents/carers are encouraged to discuss additional learning needs with a member of the department during enrolment to ensure appropriate adjustments are ready to be put in place.

During the autumn term, Learning Mentors meet with SEND students during their SAL sessions and write an individualised Additional Learning Needs Overview. This will empower students to explain in their own words what adjustments they require in the classroom.

Students with an EHCP will have an assigned Learning Mentor who will work with them for the duration of their time at Esher College for up to one hour on a weekly basis.

Additional Learning Needs Offer

The department offers:

- Supervised Academic Learning (SAL) for students with identified Access Arrangements

- One-to-one drop ins
- One-to-one scheduled mentor support
- Revision technique advice and strategies
- Essay writing and planning support
- Time management and organisational support
- Support in the production of materials
- Advice on how to make best use of exam Access Arrangements

The use of assistive technology, such as Read&Write software and reading pens, are available to promote independence. Students who need a reader and/or scribe will be encouraged to use one of these options in order to establish their normal way of working in readiness for final examinations.

Laptops are available around the College with a 3-hour loan. The Additional Learning Needs Centre is equipped with PCs, a scanner, printer and photocopier for students to use in their private study time. Students are also welcome to bring in their own laptop for work in class and self-study in line with their normal way of working.

Identification of student needs

Students can make themselves known to the Additional Learning Needs Centre at various stages such as admissions interviews, enrolment or upon commencement of their course.

Teachers can also refer a student to the Additional Learning Needs team via an Additional Learning Needs Referral. Once all teachers have contributed to the referral the team will consider the most appropriate next steps. Students may be offered a series of sessions with a Learning Mentor and/or referred for an assessment with our in-house specialist assessors. Based on this evidence the Director of Additional Learning Needs will make a decision on possible Exam Access Arrangements.

Every effort will be made to accommodate late referrals or disclosures regarding students and support. However, Exam Access Arrangements will not be possible past internally set deadlines due to the substantial processing time and administration involved to meet external examination deadlines.

Exam Access Arrangements

The Director of Additional Learning Needs is responsible for the application for Exam Access Arrangements (EAA) as regulated by the Joint Council for Qualifications (JCQ).

All EAAs must be processed and applied for by the College by early March of a student's 6.2 year in order to be granted by an examination board. Teachers must provide evidence to confirm that the EAA is the student's normal way of working and that adjustment is required in lessons. In addition, the College must hold on file the relevant supporting documentation.

It is the responsibility of students and/or parents/carers to provide the College with the appropriate supporting evidence from GCSE examinations to replicate the same arrangements at Esher Sixth Form College. It is also expected that a student engages with any targeted support put in place to build continued evidence of need for a specific EAA. If a student fails to engage with this process, or does not disclose previous documents, no arrangements can be put in place.

Parents and Carers are strongly advised to read the **JCQ Guidance for Parents and Carers:** <https://www.jcq.org.uk/wp-content/uploads/2024/02/JCQ-Parent-guidance-information-sheet.pdf>

Dyslexia and External Reports

The College does not accept reports from assessors we do not have an established working relationship with. If a student wishes to seek a private diagnosis for dyslexia, we advise parents and carers to contact the department first and we can pass on the details of external assessors that we have a working relationship with.

However, the College will accept diagnostic reports detailing other conditions as evidence such as ADHD, ASD, OCD etc. We can also accept evidence of being on an NHS waiting list for ADHD and ASD diagnosis as evidence for an EEA.

Related Policies

- Access Arrangements Policy
- Admissions Policy
- Disability Policy (Exams)
- EDI Policy
- Examinations Policy
- Reasonable Adjustment and Fitness to Study Procedure
- SEN Local Offer

DMM/JRB: May 2025