



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

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## Introduction

Telford College is committed to creating an inclusive environment for all, enhanced by partnership working. All staff strive to provide excellent additional learning support to students by meeting their individual needs as far as is reasonably practicable and in accordance with current legislation and resources. The overall aim of this policy is to improve the outcomes and achievement for a diverse cohort of students within our College and for students to make a good transition into adulthood to lead fulfilled lives. The policy details the principles behind this and the provision, roles and responsibilities within College.

This policy is written in line with the requirements of:

- Children and Families Act (2014)
- SEND Code of Practice (2015)
- The Special Educational Needs and Disability Regulations (2014)
- Equality Act (2010)
- Further Education: Guide to the 0 to 25 SEND Code of Practice (2014)
- Preparing for Adulthood <https://www.preparingforadulthood.org.uk/>

This policy should be read in conjunction with the following College policies:

- Restrictive Physical Intervention Policy
- Personal Care Policy
- Administration of Medication Policy
- Supporting Learners with Medical Conditions Policy
- Learner Support Assessment Policy
- Admissions Policy
- Equality and Diversity Policy
- Health and Safety Policy

The aims of our Special Educational Needs and Disability (SEND) Policy and practice are:

- To make reasonable adjustments for those with SEND by taking action to increase access to the curriculum, the environment and to information for all.
- To ensure that young people with SEND experience an inclusive curriculum alongside their peers.
- To ensure young people are part of the planning process and their views are taken into account regarding the support they receive.
- To ensure all teaching staff, managers and governors understand their responsibility to meet the needs of all students with SEND and to ensure all students reach their potential.
- To use our best endeavours to secure special educational provision for students whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better meet need within the four broad areas of need:
  - Communication and interaction,
  - Cognition and learning,
  - Social, mental and emotional health,
  - Sensory/physical.
- To gather initial information, monitor and respond to student's needs and views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all College activities by ensuring consultation with health and social care professionals in order to meet their medical needs.

- To work in cooperative and productive partnership with parents, the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable students.
- To ensure EHCPs are received and acted upon in a timely manner through liaison with all involved to ensure the funding and support package is provided for each student.
- To work within the parameters and guidance contained within the SEND Code of Practice.

## **What is a Special Educational Need or a Disability?**

At Telford College we apply the definition for Special Educational Needs and Disability from the SEND Code of Practice (2015).

### **Definition of SEN:**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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, or
- 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.

### **Definition of Disability:**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

## **Special educational needs for which provision is made at the college**

At Telford College, we can make reasonable adjustments for students with special educational needs, including dyslexia, dyspraxia, speech and language needs, autism and Asperger’s syndrome. The College also currently meets the needs of students who are supported by an Education Health and Care Plan (EHCP).

After compulsory school age, the right to make requests and decisions under the Children and Families Act 2014 applies to the young person directly. Parents or other family members can continue to support young people in making decisions, or act on their behalf, provided that the young person is happy for them to do so.

- Young people with SEND without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our College, in line with the College admissions policy. If a place is available, we will use our best endeavours to make the provision required to meet the SEND of all students at this College.

- A young person with an EHCP has the right to request a particular school or College and the local authority must comply with that preference and name the school or College in the EHC plan unless:
- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our College in a student's EHCP, the Local Authority will send the College a copy of the EHCP and then consider the needs very carefully before a final decision on placement is made. The Local Authority will seek guidance from the Director of Additional Needs & Inclusion and SEND Review & Transition Team Leader during the consultation process.

A student with an EHCP also has the right to seek a place at a special school or college if they consider that their needs can be better met in specialist provision.

## **How does our college know if a student requires additional support?**

We know when a student requires additional support if:

- Concerns are raised by the student, parents/carers, external agencies, teachers, or the student's previous school/provider, regarding inadequate\* progress or inclusion.
- This has been identified by their previous school and the student has been formally assessed to be supported by an EHCP or has been identified as having additional support needs whilst at school.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Tracking of attainment outcomes indicates lack of expected levels of progress.
- A student asks for help to assess special educational needs.
- Observation of the student indicates that they have additional needs in one or more of the four broad areas of need:
  - a. Communication and interaction (this can include Autism Spectrum Disorder, Asperger's Syndrome or Speech Language and Communication needs)
  - b. Cognition and learning (this can include a diagnosis of Specific Learning difficulties, Moderate Learning Difficulties, Severe Learning Difficulties or Profound and Multiple Learning Difficulties)
  - c. Social, mental and emotional health (this can include anxiety, challenging behaviour, depression, eating disorders, Attention Deficit Disorder, attachment disorder)
  - d. Sensory/physical (this can include Visual Impairments, Hearing Impairments or Physical Disabilities).

\*The SEND Code of Practice (2015) describes inadequate progress as:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between rate of progress.
- Widens the attainment gap.

## **What should a student or their parent/carer do if they think that they may have special educational needs?**

- If a student or their parents have concerns relating to the student's learning then they should initially discuss these with their personal tutor. This may result in a referral to the Learning Support Team.

- Students or parents may also contact the Learning Support Team directly if they feel this is more appropriate. Please see section “Who can I contact for further information or if I have any concerns?”
- All students and their parents will be listened to. Their views and their aspirations will be central to the assessment and provision that is provided by the College.

## **How will the college support a student with SEND?**

- All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all students.
- Students with a disability will be provided with reasonable adjustments (such as assistive technology or services) to overcome any disadvantage experienced in College and increase their access to the taught curriculum.
- Students supported by an EHCP will access provision outlined in their plan as assessed by the Local Authority. This may include in class support including note takers, one to one or small group support, job coaches, transition support or social time support.
- Resources will be adapted with accessible information including enlargements, coloured paper, overlays.
- Assistive Technology equipment will be loaned as appropriate (Dictaphones, tablets, Laptops, reader pens).
- Assistance for personal care or medication requirements.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:

- a. Classroom reviews by managers, the Quality team and external verifiers of teaching and support staff,
- b. On-going monitoring of progress made by students with SEND by personal tutors and curriculum managers,
- c. Regular communication between tutors and the Learning Support Team to provide advice and guidance on meeting the needs of students with SEND,
- d. Student feedback on the quality and effectiveness of interventions provided through Student Voice,
- e. Attendance and behaviour record monitoring,
- f. Individual targets to ensure ambition. These are recorded on Pro Monitor and communicated to parents at events such as Parents’ Evenings,
- g. Attainment tracked and monitored by Progress Coaches, teaching staff and managers using the College tracking system and those failing to make expected levels of progress are identified quickly and remedial action taken,
- h. Action to increase the rate of progress will be identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the student, and if required, provision to the tutor of additional strategies to further support the success of the student.

Action relating to SEND support will follow an “assess, plan, do and review” model:

- a. Assess: Data on the student held by the College will be collated by the tutor in order to make an accurate assessment of the student’s needs. Actions will be identified to improve outcomes.
- b. Plan: If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the Learning Support Team and tutors.
- c. Do: SEND support will be recorded on Pro Monitor and will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include targets around preparing for adulthood)

that take into account the student's aspirations and parents' aspirations for their child. The student and their parents/carers will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

- d. Review: Progress towards these outcomes will be tracked and reviewed termly with the student. If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from all those professionals involved with the student regarding strategies to best meet their specific needs. This will be undertaken in consultation with the student and their parents/carers (if appropriate).

In addition, the College will involve external agencies as appropriate, including health and social services, community and voluntary organisations, for advice on meeting the needs of students with SEND and in further supporting their families. For a very small percentage of students whose needs are significant and complex, and the SEND Support required to meet their needs cannot reasonably be provided from within the College's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

### **How will the curriculum be matched to each student's needs?**

- Teachers plan using students' achievement levels and differentiate tasks to ensure progress for every student in the classroom.
- When a student has been identified as having SEND, the curriculum and the learning environment will be further adapted by the teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Learning Support Team and/or external specialists.
- In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional staff help.

### **How will the student and their parents know how they are doing?**

- Attainment towards the identified outcomes will be shared with students through feedback during EHCP Reviews and at Parents' Evenings.
- The student and their parents are encouraged to arrange an appointment to discuss their progress with their tutor or the Learning Support Team at any time when they feel concerned or have information they feel they would like to share that could impact on the success of the student.

### **How will parents and carers be helped to support their young person's learning?**

- Please look at the College and Local Authority website to find details about the Local Offer:  
<http://www.telfordcollege.ac.uk/>  
<https://www.telford.gov.uk/send>  
<https://shropshire.gov.uk/the-send-local-offer/>
- Telford College offers a number of information sessions throughout the year. These are advertised on our website and social media, and aim to provide useful opportunities for parents/carers to learn more about how to support students' learning.

### **What support will there be for the young persons' overall well-being?**

The College offers a wide variety of pastoral support for students. These include:

- Counselling and Mentoring services are available through the BeSafe team.. This department also supports, investigates and collates reports of Bullying and Harassment to ensure student emotional and physical safety and wellbeing.
- The Student Voice Strategy which aims to create a culture of student involvement whereby the voice of the students is heard and acted upon. It ensures that positive steps are taken to enhance, maintain and build on current student involvement in order to improve the effectiveness of College provision for all students.
- All students have a tutorial entitlement in which they cover social, moral, spiritual and cultural development. This also includes careers and employability.
- Telford College has an Anti-Bullying Policy.
- Safeguarding – students are identified at the application stage if they require additional safeguarding provision whilst in College. The Student Services Lead and Safeguarding Co-ordinator monitors and supports students during their studies at College. They liaise with external agencies including health, social workers and police to ensure the safety and wellbeing of these students. Where required, risk assessments are put in place to support students whilst on site. These are disseminated to key staff.
- Small groups within Foundation Learning provide a broad-based curriculum including Independence and Preparation for Life skills, Work Preparation skills and Supported Internship programmes to engage students and provide a route into further education, training or employment.
- Students who find non-contact times difficult are provided with alternative small group opportunities within the College (Lunchtime clubs in the Student Centre Plus, quiet reading/ relaxation area in the Sanctuary).

### **Students with medical needs (statutory duty under the children and families act)**

- Students with medical needs will be provided with a Health Care and Support Plan and/or risk assessment/protocol, compiled in partnership with the student, external health professionals and parents, if appropriate.
- Staff who volunteer to administer emergency medications will complete formal training and be verified by a health professional as being competent.
- All medicine administration procedures at College adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting students at school with medical conditions (DfE) 2014 and identified in the Administration of Medication College Policy.

### **What specialist services are available at the college?**

Support for students with complex needs:

- Bespoke transition arrangements to feel at ease in a new environment.
- Purpose built specialist facility; The Willow Tree Centre.
- Bespoke and individualised programmes of study within Foundation Learning and Willow Tree Centre to prepare students for adulthood.
- Coordinated support from health and care professionals.
- Coordinated behaviour support planning and guidance from the Positive Behaviour Support assistant.
- One to one support.
- Staff who are specifically trained to meet complex needs.

Support for students with learning difficulties or disabilities (including Autism):

- Bespoke transition arrangements to feel at ease in a new environment.
- Qualified assessors to make Exam Access Arrangements.
- In class support as appropriate.

- Loan of computer equipment or assistive technology software.
- SEND drop in centre (Student Centre Plus) to access support from the Learning Support Team with organisation skills, time management, use of assistive technology.
- Staff who are trained to understand Autism and employ appropriate strategies to support and overcome barriers.

Support for students with physical disabilities (wheelchair user or sensory impairments):

- Bespoke transition arrangements to feel at ease in a new environment.
- Qualified assessors to make Exam Access Arrangements.
- Note taker or in class support as appropriate.
- Assistance with personal care.
- Mobility support around the campus.
- Support and advice from occupational therapists and other health or care professionals.
- Loan of computer equipment or assistive technology software (laptops, Dictaphone, reader pen, large keyboard, input devices, zoomtext, my study bar, voice recognition, visual timers).
- Environmental adaptations such as seating or rise and fall desks.
- SEND drop in centre (Student Centre Plus) to access support from the Learning Support Team with organisation skills, time management, use of assistive technology.
- Support and advice from a qualified teacher of the visually impaired.
- Support and advice from a qualified teacher of the hearing impaired.
- Staff who are trained to undertake Manual Handling.
- Lifts and accessible building.

Support for students with specific learning difficulties (dyslexia or dyspraxia):

- Qualified assessors to make Exam Access Arrangements.
- Dyslexia and dyscalculia screening and support.
- Note taker or in class support as appropriate.
- Loan of computer equipment or assistive technology software.
- SEND drop in centre (Student Centre Plus) to access support from the The Learning Support Team with organisation skills, time management, use of assistive technology, Literacy and Numeracy skills.
- Adaptation of materials and resources into an accessible format.
- Dyslexia support sessions with qualified staff.

Support for students with social, emotional or mental health needs (including ADHD):

- Bespoke transition arrangements to feel at ease in a new environment.
- Lunch and social time support as appropriate.
- Internal support services such as access to the BeSafe team.
- Signposting to outside services such as BEEU.
- Support within the Student Centre Plus to safely administer medication throughout the college day.
- Qualified assessors to make Exam Access Arrangements, if appropriate.

## **What training do the teaching and support staff undertake to support students with SEND?**

Staff receive a range of training in Health and SEND.

Training has been available to all staff on:

- How to support students with dyslexia and literacy difficulties.
- How to support students on the autism spectrum.
- Moving and Handling training.

- Adrenal Crisis Training.
- How to support students with challenging behaviour.
- First Aid training.
- Epilepsy training.
- How to support students with speech, language and communication difficulties.
- Supporting students with LLDD.
- Mental Health Awareness Training.
- Anxiety.
- ADHD.
- Safeguarding.

Specialist training has been provided to some staff on:

- The new SEND framework and Funding Rules.
- Assessment for Exam arrangements.
- Diabetes training.
- CPI Safety Intervention.
- TEACCH.
- PECS.
- Intensive Interaction.

The College has regular visits from Sensory Inclusion specialist teachers, Specialist Paediatric Diabetic nurse, Speech and Language therapists, Physiotherapists, Occupational Therapists and Epilepsy nurse who provide advice to staff to support the success and progress of individual students.

### **How will the student be included in activities outside the classroom including college trips?**

- Risk assessments are carried out and procedures are put in place to enable all young people to participate in all College activities.
- The College ensures it has sufficient staff expertise to ensure that no student with SEND is excluded from any College provided activity.

### **How accessible is the college environment?**

At Telford College we aim to provide an accessible environment through the following provision:

- Disabled parking spots around the campus are clearly marked and located next to the College entrances.
- Ramps at the main entrance to the College ensure the site is accessible to all.
- Disabled toilets and care suites situated across the College site, some of which are equipped with ceiling mounted hoists and changing beds. Portable hoists are also available. A new care suite has been installed in B block with a state of the art Closimat toilet and full changing facilities.
- Wheelchairs available for use on site.
- Personal Emergency Evacuation Plans (PEEPs) are in place for all students who may need assistance during an emergency evacuation.
- Groups which include students with mobility problems/wheelchair users are given priority for ground floor accommodation when timetabled.
- Where students with mobility problems/wheelchair users are based in classrooms above ground floor, a Personal Emergency Evacuation Plan (PEEP) is written and agreed with the student. This specifies the method of escape and identifies staff to assist with the evacuation. Staff working with these students are trained in the use of the Evac Chair/Stair Climber.

- Evacuation aids are supplied to meet the evacuation needs of the students including 30 Evacuation Chairs located across site and two stair climbers located in W Block.
- Identified staff are trained on the safe operation and safe use of the emergency evacuation equipment.
- We have a wide range of assistive technology and equipment to make the curriculum accessible to all students.
- Portable hearing loops are situated at all reception areas and a portable conference loop is also available for meetings, classes etc. Permanent loops have been installed in 2 meeting rooms.
- A First Aid room is available in College for the administration of First Aid and it is also used by visiting health professionals who run clinics on site.
- A Sensory Hub within The Sanctuary provides a safe and calming environment for vulnerable students throughout the day.
- Our Accessibility Plan describes the actions the College has taken to increase access to the environment, the curriculum and printed information is available via the College website.

### **How will the college prepare/support the young person when joining or transferring to a new provider, college, employment or higher education?**

A number of strategies are in place to enable effective students' transition. These include:  
On entry:

- A Transition Coordinator ensures transition into College is coordinated.
- Bespoke school link courses run throughout the year in order to offer Year 10 and 11 students an introduction to various vocational areas and help familiarise them with the College experience before they start a fulltime course.
- A planned induction programme is delivered to support transfer for students starting College in September. Individual visits are arranged and infill days can be offered if appropriate.
- Parents/carers are invited to a meeting at the College and are provided with a range of information to support them in enabling the young person to settle into the College routine.
- The Learning Support Team staff attend interviews and are available to meet with all new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.
- Where students are transferring from another setting, the previous setting records are requested automatically and the College works closely with Future Focus to identify and manage any concerns.

Transition to the next setting/College, preparation for adulthood and independent living:

- A Transition Coordinator ensures transition out of College is coordinated.
- The transition programme in place for students provides a number of opportunities for young people and their parents to meet staff in the College. These opportunities are further enhanced for students with SEND.
- The annual review in Y9 for students with an EHCP begins the process where young people and their parents are supported to make decisions regarding College choice with support from Future Focus.
- Students are encouraged to consider options for the next phase of education/employment/HE through the Careers and HE advisory service and the College will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Students are helped to progress via access to an independent advisory service, Future Focus.
- Accompanied visits to other providers may be arranged as appropriate.

- The SEND curriculum for students within Foundation Learning and the Willow Tree is specifically tailored to prepare students for independent living, good health or further study/ employment, as appropriate.

#### After College:

- A Transition Coordinator ensures transition out of College is coordinated.
- The College adheres to careers guidance places a duty on schools and Colleges to secure independent careers guidance for all students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways. Telford College provides full support for students moving on and offers impartial and independent advice and support from Future Focus (which is an independent advisory service).
- Young people and their parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages ( <https://nationalcareersservice.direct.gov.uk>) or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

### **How are the resources allocated and matched to the student's special educational needs?**

- Telford College receives funding to respond to the needs of students with SEND from a number of sources that include: Education Funding and Skills Agency (EFSA) and commissioning Local Authorities.
- Element 1 of EFSA funding is what each College receives for every student for their basic programmes.
- Element 2 of EFSA PLACE funding provides £6000 to help College meet the additional support costs for high needs students.
- Element 3 Top Up Funding – is the funding provided over and above the place funding to enable a student with high needs to participate in education and learning. This funding comes from the commissioning Local Authority's High Needs SEN Funding allocation.
- This funding is used to provide the support, equipment and facilities to support students with special educational needs and disabilities. The range of support offered is outline above. These target the broad areas of need:
  - a. Cognition and learning
  - b. Behavioural, emotional and social
  - c. Communication and interaction
  - d. Sensory and/or physical

If a young person and their parents/carers wish to discuss the options available, they are welcome to make an appointment to see the personal tutor or Learning Support Team.

### **How is the decision made about how much support each young person will receive?**

- For students with SEN but without an EHCP, the decision regarding the support provided will be taken based on information from school and in consultation with the student and course tutors.
- For students with an EHCP, the Local Authority will outline the support required within the EHCP.

## **How are young people and their parents/carers involved in discussions about and planning for their education?**

This will be through:

- Discussions with the Admissions Team, Learning Support Team and course tutors.
- During the Annual Review Process.
- Meetings with Future Focus and other external agencies.

## **Who can I contact for further information or if I have any concerns?**

If students or parents wish to discuss their special educational needs or are unhappy about any issues regarding the College's response to meeting these needs, please contact the following:

- [www.telfordcollege.ac.uk/about/contact-us/](http://www.telfordcollege.ac.uk/about/contact-us/) - [SEND and Learning Support](#)
- Your Personal Tutor or Curriculum Manager
- Director of Additional Needs & Inclusion:
- The Willow Tree Centre:
- EHCP, Healthcare & Learning Support Coordinator (Foundation):
- EHCP, Healthcare & Learning Support Coordinator (Mainstream):
- EHCP Administration support
- SEND Review & Transition Team Leader
- Exam Access Arrangements Coordinator
- Learning Support Facilitator
- For complaints, please see Telford College's Complaints Policy.

## **Support services for parents of students with SEND include:**

- The Information Advice Support Service (IASS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest IASS can be located [www.iass.org.uk](http://www.iass.org.uk).
- The Local Offer can be accessed via <https://www.telford.gov.uk/send> or <https://shropshire.gov.uk/the-send-local-offer/>
- For transport enquiries, please contact your Local Authority.

## **Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)**

- DfE: Department for Education
- EHCP: Education, Health and Care Plan
- LA: Local Authority
- LLDD: Learning Difficulties and Disabilities
- SEN: Special Educational Needs
- SEND: Special Educational Needs and/or Disability
- SENCO: Special Educational Needs Coordinator
- Statement: Statement of Educational Need
- IASS: The Information Advice Support Service