

## Harlow College Disability Statement 2025–26

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### About this Statement

Each year the College is required by law to review its policy statement on the support available for learners with learning difficulties and/or disabilities.

This document outlines what is available to learners and how the services that they need can be obtained.

The policy statement is reviewed annually and will be updated to take account of new legislation. It can be made available in accessible formats such as enlarged text, Braille, or audio.

Copies are held at the reception area on both College sites and in the STAR agency. In addition, this guide can be read and explained to those learners who would prefer this service.

### Overall Policy

The College aspires to the principles underpinning the SEND Code of Practice and the Children and Families Act 2014, particularly:

“The need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.”

All learners are subject to the entry requirements set out in the admissions process, and we will make every effort to provide reasonable adjustments to help each learner to achieve their qualification. However, there may be occasions

when the College is not the most appropriate provider and we will therefore refer learners either to advice and guidance or to other providers.

### **Identification of Need**

Learners will be asked to describe any particular needs, disabilities, learning difficulties or medical conditions which might affect their ability to study at College. This information will be used to help us support the learner and will be passed on to tutors and teachers to best support the learner.

If a learner feels that they have an individual need, they are asked to make this known to the College as soon as possible. There are a variety of opportunities to do this and an appointment can be requested before applying for a course.

A form is completed at interview recording individual needs. During this interview, the nature, extent and level of support that is required is assessed. Details of the support that can be offered are discussed and recommendations recorded. This information is given to tutors and relevant support staff. The interview is conducted with sensitivity and information is held in compliance with the requirements of the Data Protection Act 2018.

Referral can also take place at any time after enrolment, but learners are strongly encouraged to make any particular needs known as soon as possible so that support can be planned and needs responded to quickly.

These procedures are in place to ensure the College is able to support an individual learner.

### **Educational Facilities & Support**

Support can be provided both in and outside the classroom, dependent on identified needs. The support available includes:

- Learning Support Practitioners (1:1, 1:2 or small group support)
- Personal care
- Communication Support Worker

- Literacy and Numeracy support
- Enlarged print, magnifiers and other specialist equipment
- Specific assistive technology

Teachers are advised on the best means of providing an appropriate learning experience to the learner. Fundamental to this is the belief that support can be the mechanism by which learners achieve their potential.

The progress of learners is reviewed regularly, and the SEN team can assist in the remediation of individual problems whilst on programme.

The College acknowledges the contributions that can be made by both voluntary and statutory agencies and seeks to work closely with other agencies to offer a comprehensive package of support to individual learners.

Wherever practicable, items of equipment to support learning will be supplied to individual learners for the duration of their programme at the College. These remain the property of the College and it is expected that due care will be taken of any equipment.

The teaching staff at the College have broad experience of education and training and have a professional responsibility to render the curriculum as accessible as possible to all their learners.

There are also members of staff who have specialised in the education of learners with learning difficulties and disabilities. The College employs a number of learning support staff who are assigned to facilitate the learning goals of individual learners.

### **Examination Access Arrangements**

The College is committed to supporting learners to obtain exam concessions where it can be evidenced that this is the learner's normal way of working and the required evidence is available, e.g. a report from an Educational

Psychologist. It is the responsibility of the learner to notify their Personal Development Coach and complete the online request form.

This should be done at the earliest opportunity, as a late application for additional support/concessions may jeopardise the ability of the College to implement an effective and beneficial strategy for the learner.

### **Physical Accommodation & Access**

All areas of the College are physically accessible in compliance with the Equality Act 2010 (which replaced the Disability Discrimination Act).

### **Sources of Funding**

The College has access to a range of funding sources. Different agencies apply different criteria and therefore provide for differing needs. Detailed information about the funding available to provide additional support can be discussed during the admissions process. This includes funding opportunities outlined by the Department for Education (DfE).

### **Complaints & Appeals Procedures**

It is the aim of the College to provide all its learners and clients with a high-quality service. However, from time to time problems do occur.

For information regarding the College Complaints Policy, please visit the College website.

Appeals against external assessment decisions will be dealt with in accordance with the regulations of the awarding body.

## Further Information

For further information on this Statement, please email [send@harlow-college.ac.uk](mailto:send@harlow-college.ac.uk).

## Legislative & Policy Framework

This Disability Statement is informed by the following legislation and statutory guidance:

- Equality Act 2010 (including the Public Sector Equality Duty)
- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015, updated 2020)
- Data Protection Act 2018 (GDPR compliance)
- Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018
- Keeping Children Safe in Education (Statutory Guidance, updated annually)
- Working Together to Safeguard Children (2018, updated 2023)
- Department for Education (DfE) guidance on funding and support for learners with SEND