

# Core Standards for SEND for Swindon

## Guidance Materials

### Swindon Core Standards for SEND

## 6. How to use the materials in the Core Standards for Post 16

### 6.1 Universal Provision resources

Colleges should be involved in transition planning between school and college so that they can prepare to meet the student's needs and ensure a successful transition into college life. Most young people attending post 16 settings will have progressed through Swindon settings who will have adopted the principles of the Swindon Core Standards for SEND. Post 16 settings should be requesting information from schools that provides a similar level of detail about those young people from their originating secondary school if they have been identified as having a special educational need or disability. Some will attend from other authorities, so it is vital that all post 16 settings understand the core standards from the perspective of the Secondary school. The requirement for post 16 settings is no different to that expected of schools and EYs settings.

***Colleges should offer an inclusive approach to learning and teaching, with high quality teaching which is differentiated for individuals. This approach should be embedded in their provision in all subject areas and at all levels, and support the teaching of all students, including those with SEN.***

SEND Code of Practice (2015) p113

Schools and Colleges can refer to the High Quality Teaching chart on pages 30-32 of this brochure to support their development of teaching practice and pedagogy in their setting.

Colleges should give all applicants an opportunity before, or at entry, and at regular subsequent points, to declare whether they have a learning need, a disability, or a medical condition which will affect their learning. If such a declaration is made, the college should discuss with the student how they can provide support.

All post-16 students with additional or special educational needs or disabilities who attend Post-16 education have a minimum entitlement to provision that is normally available, whichever school or college they attend. Under the SEND Code of Practice (0-25), further education colleges and other Post-16 Institutions have the following duties that they must follow:

- to **co-operate** with the local authority on arrangements for young people with SEND
- to offer a place to a young person if the institution is named in an educational health and care (EHC) plan
- to have regard to the SEND code of practice
- to do everything they can to secure the special educational provision that the young person needs

The following duties are expected to be adhered to under the 2010 Equality Act:

- colleges and institutions must not discriminate against, harass or victimise young people who are disabled

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- they must make **reasonable adjustments** to prevent young people being placed at a significant disadvantage
- they must prevent discrimination, promote equal opportunities and good relationships

Colleges and other post-16 providers need to have a range of provision available at an appropriate level to meet all young persons' needs.

**Post 16 settings should follow the Graduated Response Flow Chart above as their guide to using the Core Standards materials alongside the Universal Provision Matrix.**

The following Universal Provision Matrix (developed from the Warwickshire model of the same name 2017) provides a checklist for teachers, lecturers and other adults to account for a graduated approach to teaching and learning that embeds the principles of Quality First Teaching, but that acknowledges that this is not exactly the same as secondary school.

[Post 16 SEND Universal Provision Matrix FINAL \(editable resource\)](#)