

# SEND

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# EXCHANGE

Thursday 26<sup>th</sup> March 2026  
10.00-12.00  
Microsoft Teams



# AGENDA



- Welcome
- Introductions
- Provider Practice
  - Tameside College
  - Rochdale Training
- Discussion
- AoB

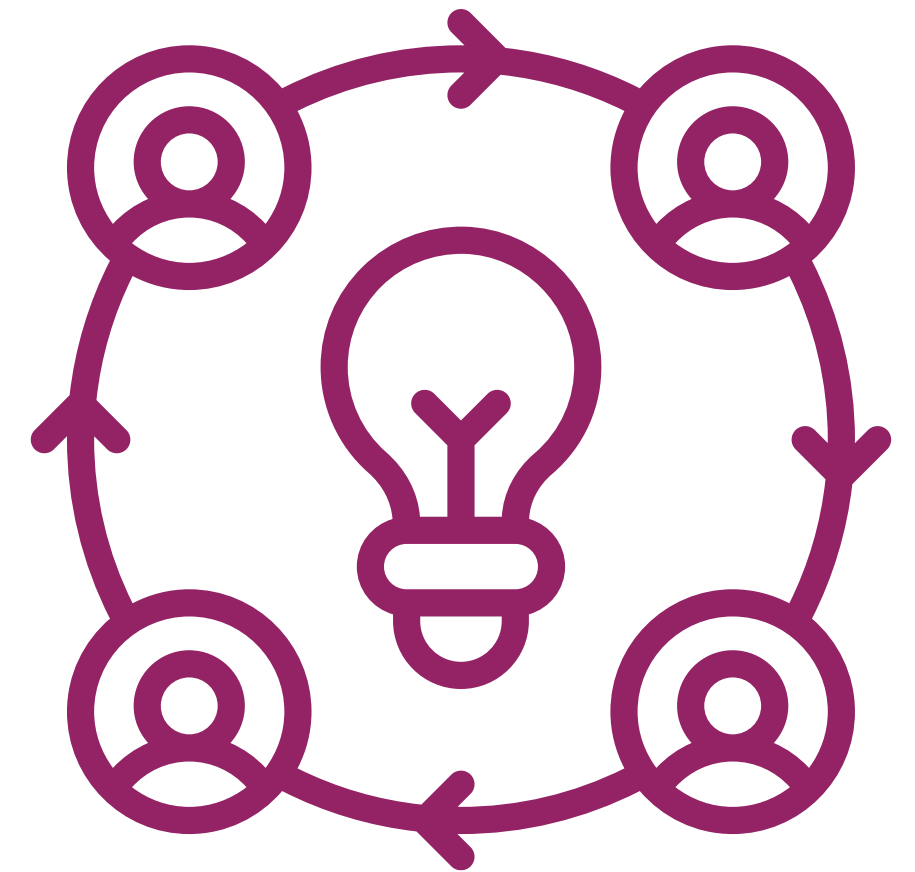
# EXCHANGES



SHARE GOOD  
PRATICE



DISCUSS  
CHALLENGES



COLLABORATE

# CURRENT EXCHANGES

*GMLPN Member Exclusive*



QUALITY



SAFEGUARDING



SEND



FE RECRUITMENT  
& WORKFORCE



MENTAL HEALTH  
& WELLBEING

# EXCHANGES

*Open to all providers in GM*



**CEIAG**

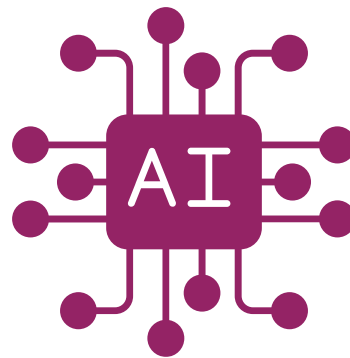


**BUSINESS DEVELOPMENT**

*People and Employer Engagement*



**Provider  
Networks**  
Community  
of Practice



**AI**

*In partnership with ALPS Alphi (Surrey Provider Network)*

# SEND EXCHANGE CHAIR



**Sally Green**  
Head of Specialist Provision  
Tameside College





# TAMESIDE COLLEGE

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Nicole Alderson  
Youth Worker



Tameside College



# ROCHDALE TRAINING

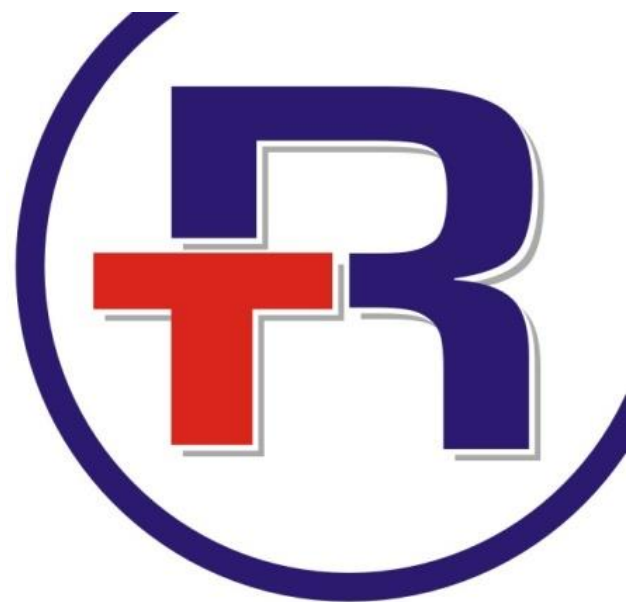
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Joshua Harper  
SENCO





Training Today's People  
For Tomorrow's Business



## SEND Provision

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Joshua Harper - SENCO

# Who are Rochdale Training?



- Rochdale Training are an Independent Training Provider established in 1966 to offer training for Engineering Apprentices. Over the years we've reshaped our curriculum to meet the needs of local employers and now deliver apprenticeships for Business Administration, Teaching Assistant, Childcare and Health and Social Care amongst many others.
- We also cater for Pre-Apprenticeship and workforce training programmes, priding ourselves on providing an individual approach, high-quality training and of course, friendly, helpful and industry-experienced tutors.
- We offer both full and part-time education and training across a number of course levels for both young people and adults. Hundreds of students choose to study with us each year either to start or enhance their career pathways or to broaden their skills and knowledge for their own professional development.

# SEND at Rochdale Training



- SLT Formalised SEND Support 24/25 AY (prior to Ofsted Toolkit).
- SEND Lead on SLT focusses on strategic goals and implementation.
- SENCO focuses on learner facing intervention, assessment and support.
- Currently supporting 20 Apprentices and another 20 learners on Study Programmes, Functional Skills and Pre Apprenticeship courses.
- Best Practice Network NPQ for SENCOs
- Staff Training provided by Inclusive Learning North

# Assessment



We have a number of ways of assessing the support our learners need:

- Self Declaration, usually forthcoming if they are aware.
- EHCP, arrange for review of this when starting.
- SpLD Screener (Dyslexia Society Approved), Early Intervention at Induction.
- DoIT Profiler, More In Depth.

# Report



 Joshua Harper

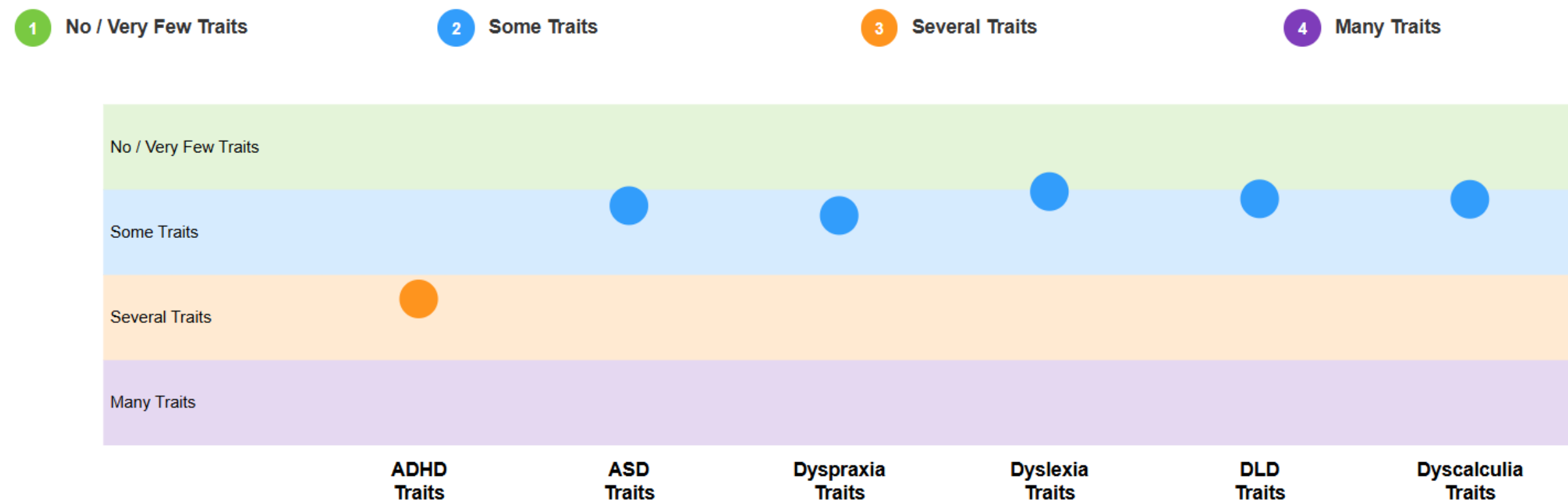
Date of Birth: 08/08/1990

24/03/2026

## My Neurodiversity Profile

Below is a graph showing the Neurodivergent conditions and the number of traits you have identified that may be related to each. Remember all neurodivergent conditions come with strengths as well as challenges.

**Please Note:** This **NOT** a diagnosis. Any Neurodivergent condition(s) where you have presented with many traits means you have shown a pattern of responses that may be consistent with someone who has traits associated with the Neurodivergent condition(s). This does not mean that you have the condition(s) but you may like to seek out more information on gaining a diagnosis and exploring other potential reasons for this presentation.



# Planning



- Once a learner has been identified of needing support, a plan is written up within two weeks identifying what support is needed each month and who is responsible for delivering this support, following the Graduated Approach.
- This plan is reviewed every 3 months and support is adapted, increased or taken away as appropriate.
- Plans are shared with Tutors and Employers if the learner consents to this so that appropriate adaptations can be put in place.
- If the learner is under 18, parent involvement is also required.
- If an EHCP or the learner themselves has identified any support needs related to their wellbeing, this is referred to our Safeguarding and Mental Health team and support can also be built into their plan.
- We also offer tailored career support to our learners to ensure they are taking the correct steps for them at each stage of their qualification/s.

# Implementation



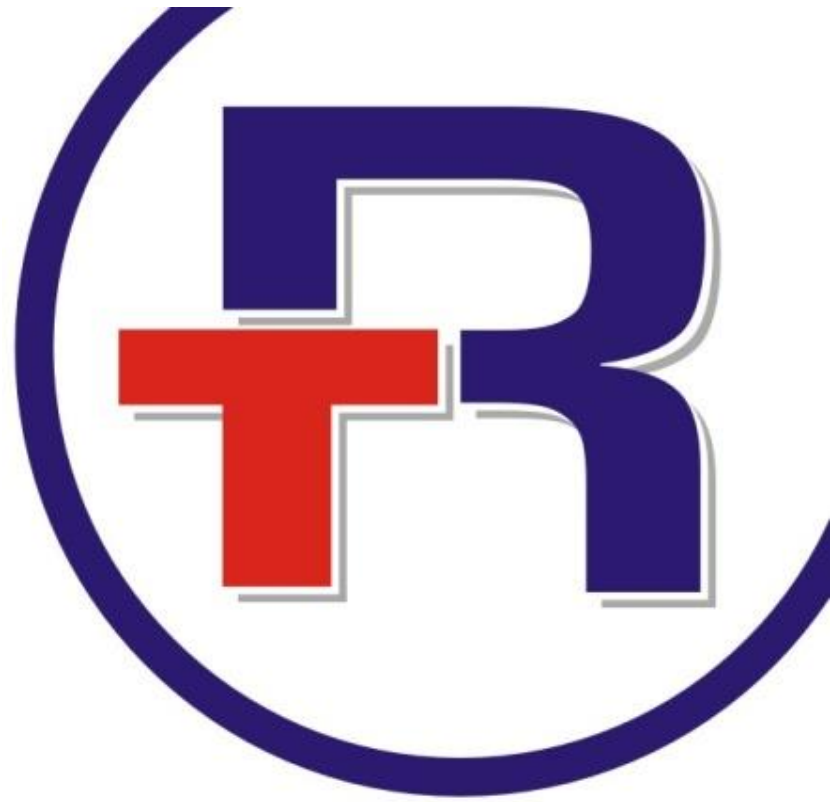
Adaptations can range from simple changes and quick wins to more involved intervention. For example:

- Use of overlays and different coloured paper
- Attention focussing tools
- One to one sessions to discuss and develop strategies
- Time out passes
- Changes to delivery patterns/processes
- Additional time for exams/EPA

# Impact



- Learners and staff both feel more supported.
- Greater understanding of Neurodiversity by staff and learners.
- Success rates higher for learners with identified SEND.
- Learners receiving support they need.
- Learners involved in the planning stage and the support they are going to receive.
- Plans are a working document with adaptations increased, amended or removed as needed after regular reviews.



***Any Questions?  
Thank You***



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# **DISCUSSION**

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# DISCUSSION

- What challenges do you currently face?
- What's working well?
- What support is needed?
- What topics for next exchange?

# NEXT STEPS

- Summary shared by GMLPN
- Next meeting – 18<sup>th</sup> June 2026

SEND

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EXCHANGE

Thank you!

