

# Special Educational Needs and Disability (SEND) Policy

Version 1

**This policy applies to all NCLT Colleges.**

## Contents

1.0	Aims and objectives .....	3
2.0	Vision and values .....	4
3.0	Legislation and guidance .....	4
4.0	Inclusion and equal opportunities.....	5
5.0	Definitions .....	5
6.0	Roles and responsibilities .....	7
7.0	SEN Information Report.....	14
8.0	Our approach to SEND support .....	14
9.0	Attendance.....	18
10.0	Safeguarding, Mental health and SEND .....	18
11.0	Students with a Medical Need.....	19
12.0	Expertise and training for staff .....	20
13.0	Links with external professional agencies .....	20
14.0	Admission and accessibility arrangements .....	20
15.0	Allocation of Resources for students with SEND .....	22
16.0	Complaints about SEND provision.....	22
17.0	Monitoring and evaluation arrangements .....	22
18.0	Use of Artificial Intelligence tool .....	23
19.0	Links with other policies and documents.....	23

## **1.0 Aims and objectives**

1.1 The Trust is committed to providing an inclusive learning environment, promoting high aspirations and expectations for all students. We recognise that every student is an individual who has a variety of educational, personal and developmental needs, which may change as the student develops.

1.2 We aim to support every student, allowing them the opportunity to achieve their potential by identifying need, providing appropriate support, and removing barriers to learning.

1.3 We aim to encourage all students to become confident, resilient individuals who can make a successful transition onto their next steps, into adulthood and progress to positive and meaningful destinations. This includes support to enable informed choices about future pathways, such as further education, employment, apprenticeships, training, or higher education.

1.4 Our special educational needs and disabilities (SEND) policy aims to:

1.4.1 Make sure the colleges in our trust fully implement national legislation and guidance regarding students with SEND

1.4.2 Set out how our trust will, across all of our colleges:

- o Identify, assess, support and make provision for students with special educational needs and disabilities
- o Provide students with SEND access to all aspects of college life so they can engage in the activities of the college alongside students who do not have SEND
- o To continually monitor the progress of all students, to identify needs as they arise and to provide intervention and support as early as possible
- o Help students with SEND fulfil their aspirations and achieve their best
- o Help students with SEND become confident individuals living fulfilling lives
- o Help students with SEND make a successful transition into adulthood
- o Ensure students with SEND have access to appropriate careers education, information, advice and guidance, supporting informed decision-making about progression routes
- o Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student

1.4.3 Explain the roles and responsibilities of everyone involved in providing for students with SEND

1.4.4 Make sure the SEND policy is understood and implemented consistently by all staff

1.5 Throughout this policy, the term 'student' is used to refer to all young people on roll at the college.

## **2.0 Vision and values**

2.1 At New Collaborative Learning Trust, we are committed to student achievement, personal development, social mobility and wellbeing. Guided by our core values of Candour, Challenge, Collaboration, Commitment and Care, we aim to remove barriers to learning, close gaps and ensure every student can thrive both academically and personally. Through early identification, appropriate support and the removal of barriers to learning, we aim to support all students to achieve their potential and make successful transitions into adulthood, education, training or employment.

2.2 At all the colleges in our trust, we will provide all students with access to a broad and balanced curriculum.

2.3 We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

2.4 We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

## **3.0 Legislation and guidance**

3.1 This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve college attendance](#).

3.2 This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out colleges' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and colleges' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out colleges' duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out colleges' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The [college trust governance guide](#) which sets out governors'/trustees' responsibilities for students with SEND
- The School-based sixth forms must comply with the [School Admissions Code](#), (2021). FE and standalone sixth-form colleges are not covered by the Code but must admit learners where an EHCP names the college and must not disadvantage applicants with SEND or disabilities.
- Statutory guidance on Supporting students at college with medical conditions (December 2015)
- Safeguarding Policy

- Accessibility Plan

3.3 This policy also complies with our funding agreement and articles of association

#### **4.0 Inclusion and equal opportunities**

4.1 In our trust we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

4.2 We will achieve this by making reasonable adjustments to teaching, the curriculum and the college environment to make sure that students with SEND are included in all aspects of college life.

#### **5.0 Definitions**

##### **5.1 Special educational needs**

5.1.1 A student has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

5.1.2 They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream colleges

5.1.3 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other students of the same age at the sixth form college.

##### **5.2 Disability**

5.2.1 Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities. 'Substantial' is defined as more than minor or trivial e.g. it takes much longer than it usually would to complete a daily task. 'Long term' means 12 months or more.

5.2.2 All colleges in our trust will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

##### **5.3 Summary definition of SEND:**

5.3.1 Students have special education needs if they have a learning difficulty or disability (SEND) which calls for special educational provision to be made for them. In addition, a student has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post- 16 institutions.

5.3.2 The SEND Code of Practice explains how the definition of disability and SEN work together:

‘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’.

5.3.3 A student does not have a learning difficulty or disability solely because the language (or form of language) in which they will be taught is different from a language (or form of language) which is or has been spoken at home.

5.3.4 Some students with medical conditions will have an Individual Healthcare Plan that outlines the support required to meet their medical needs; this does not automatically mean they have SEND, though there may be overlap. A medical need is identified as a Special Educational Need only when it creates a barrier to learning that requires special educational provision—support that is additional to or different from the universal offer, as outlined in the Children and Families Act and DfE guidance on Supporting Students at College with Medical Conditions. Where a student has both medical needs and SEND, support will be co-ordinated alongside their healthcare plan, reviewed regularly, and reintegration will be planned carefully in line with medical advice.

## 5.4 The 4 areas of need

5.4.1 The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

5.4.2 Interventions will be selected that are appropriate for the student’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>

Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## **6.0 Roles and responsibilities**

### **6.1 The SENDCo**

#### 6.1.1 The SENDCo of each college in the trust will:

- Inform parents/carers and students when additional needs are identified and liaise with them about the student's needs and the provision required to support their progress.
- Work with the Principal, Director of Inclusion, Executive Director Post 16 Education and relevant Trust leaders to determine the strategic development of SEND provision across the college.
- Have day-to-day responsibility for the operation of this SEND Policy, and for the coordination of specific provision for students with SEND, including those with Education, Health and Care Plans (EHCPs).

- Provide professional guidance to colleagues, and liaise with teaching staff, support staff, parents/carers and external agencies to ensure students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to identifying and supporting SEND, including differentiated teaching, targeted intervention and reasonable adjustments appropriate to individual students.
- Advise on the deployment of SEND resources and available funding to ensure that provision is effective and meets students' needs.
- Act as the key point of contact for external agencies, including Local Authority SEND services, health professionals and specialist support providers, ensuring that external advice is integrated into provision.
- Where appropriate, liaise with potential next providers of education, training or employment to support effective transition planning, ensuring that learners (and parents/carers where appropriate) are informed about options, and that relevant SEND information is shared only with the learner's consent.
- Advise the Local Authority when an EHCP needs assessment may be required, and contribute to statutory processes, including EHCP annual reviews and early reviews where needed.
- Work with the Principal and Trust leaders to ensure the college meets its responsibilities under the Equality Act 2010, including reasonable adjustments, accessibility and exam access arrangements.
- Ensure the college maintains accurate and up-to-date SEND records, including evidence for support, interventions, outcomes, and documentation for statutory assessments.
- With the Principal, identify staff training needs relating to SEND, and incorporate these into the college's annual CPD planning, including training linked to medical conditions and specialist support.
- With the Principal, regularly review and evaluate the breadth, quality and impact of SEND provision, and contribute to trust-wide and Local Authority processes to strengthen provision available to students.
- Identify patterns in the college's SEND profile, including types of need, patterns of emerging difficulty, and trends affecting particular curriculum areas or student groups, and use this information to inform improvements in teaching and support.
- Work with pastoral and safeguarding colleagues, including the Designated Safeguarding Lead, to ensure that students with SEND who are also vulnerable — including Looked-After Children and those with medical conditions — receive appropriate and coordinated support.
- Ensure appropriate exam access arrangements are identified, evidenced and implemented, working in partnership with the Exams Officer in line with JCQ regulations.

- Oversee and coordinate the work of non-teaching support staff, including SEND Study Support Tutors, to deliver targeted interventions and monitor progress towards agreed outcomes.
- Quality assure SEND provision, including visiting lessons, engaging with student voice, reviewing support plans, monitoring the impact of interventions, and ensuring that concerns are recorded and acted upon.

## 6.2 The Local Advisory Group

6.2.1 The Advisory Group is responsible for making sure the following duties are carried out, though the duties are delegated to a Link Advisor with the responsibility for SEND:

- Monitor how the college implements the Trust's SEND Policy, ensuring it is applied consistently in practice and remains central to the Self-Assessment Report (SAR) and Quality Improvement Plan (QuIP).
- Champion the needs and inclusion of students with SEND, acting as the local governance "voice" for SEND and supporting leaders to foster a positive, inclusive culture.
- Meet regularly with the SENDCo/College SEND Lead to:
  - review the SEND register and understand local patterns of need
  - discuss progress, attendance, behaviour, exclusions and destinations of SEND students
  - explore staffing, interventions, Study Support capacity and curriculum access
  - keep up-to-date with provision, external agency involvement and statutory processes
- Monitor the effectiveness and quality of SEND provision, including the impact of adaptive teaching, interventions, and Study Support, through reports, data, student voice, staff feedback and (where appropriate) learning walks.
- Ensure statutory duties are met, including the delivery of EHCP provision, annual reviews, accessibility planning, reasonable adjustments, careers guidance and safeguarding arrangements for SEND students.
- Maintain an up-to-date understanding of SEND at college level, including staffing, training needs, curriculum pathways, partnership work with external agencies, and preparation for adulthood.
- Gain assurance that the use of SEND funding is targeted, transparent and demonstrates clear impact on student progress and outcomes.
- Ensure the college has an appropriately qualified and effective SENDCo, with clearly defined responsibilities and sufficient time and resources to lead SEND provision.
- Ensure students with SEND can participate fully in college life, including enrichment, work experience, wider opportunities and independent careers advice tailored to their needs and aspirations.
- Identify emerging risks—such as pressure on provision, rising levels of need, staffing shortages, training gaps or increased EHCP complexity—and escalate these promptly to Trust leadership.

- Participate in appropriate training

### **6.3 The Trust SEND Link Director**

6.3.1 The trust's SEND Link Director is Diane Heritage.

6.3.2 The SEND Link Director will:

- Ensure the organisation's strategic plans reflect SEND legislation, regulations and statutory guidance.
- Work with the Chief Executive and Director of Inclusion to review whether Trust arrangements are creating an inclusive learning environment.
- Ensure the Trust's risk register includes SEND risks and that sensible mitigation measures are in place.
- Ensures the Trust monitors for Ofsted readiness
- Ensure SEND reports are a standing agenda item at the Education and Standards Committee and support Directors to understand and challenge the information presented.
- Ensure Trust data includes a clear SEND breakdown.
- Ensure an annual review of SEND-related policies and procedures, and report outcomes to Directors.
- Ensures the Trust monitors practice across all settings
- Commission qualitative and quantitative audits of SEND provision when needed.
- Champion inclusivity across the Trust.
- Engage in relevant training and development, and support Directors to enhance their understanding of SEND.
- Engage with stakeholders through meetings, activities and projects to strengthen inclusive practice.

### **6.4 The Principal of the College**

6.4.1 The Principal will:

- Work with the SENDCo and the SEND Link Local Advisory Group member to determine the strategic development of the SEND Policy and provision within the college.
- Work with the SENDCo and the SEND Link Local Advisory Group member to ensure the college meets its responsibilities under the Equality Act 2010, particularly with regard to reasonable adjustments, accessibility and access arrangements.
- Have overall responsibility for, and awareness of, the provision for students with SEND within the college, and for monitoring their progress and outcomes.
- Have responsibility for overseeing the college's SEND-related budget allocations, including the use of notional SEND funding and any additional high-needs funding agreed by the Local Authority.
- Ensure the curriculum offer meets the needs of students with SEND, including access to suitable study programmes, targeted support and preparation for adulthood.
- Provide performance management for staff and regularly review student progress, as part of the Trust's approach to assessment, intervention and quality assurance.

- Consult with the Local Authority and other relevant partners where appropriate to deliver a coordinated approach to SEND provision, including statutory processes related to EHCPs.
- Participate in appropriate training to ensure effective leadership of SEND within the FE context.
- Ensure the SENDCo has sufficient time and support to fulfil their statutory and operational duties.
- Maintain an overview of the needs of the current cohort of students on the SEND register, including those with EHCPs, medical needs or other vulnerabilities.
- With the SENDCo, identify staff who have specific training needs relating to SEND, and incorporate these needs into the college's plan for continuous professional development.
- With the SENDCo, regularly review and evaluate the breadth, quality and impact of SEND support available, and contribute to Trust and Local Authority processes that review the provision available locally for students with SEND.
- With the SENDCo and teaching teams, identify any patterns or trends in the college's identification of SEND, and use these insights to strengthen inclusive teaching and learning.

## **6.5 Teachers**

6.5.1 Each teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet student needs through a graduated approach.
- The progress and development of every student in their classes, including those with SEND, contributing to and implementing the Assess–Plan–Do–Review (APDR) process as part of classroom practice.
- Working closely with Study Support Tutors and specialist staff to plan and assess the impact of support and interventions and consider how these can be linked to classroom teaching.
- Working with the SENDCo to review each student's progress and development and agree any necessary changes to provision.
- Enabling students to use their agreed exam access arrangements as their normal way of working, including during classroom assessments.
- Ensuring they follow this SEND Policy and all relevant Trust guidance relating to SEND.
- Communicating with parents/carers (or next of kin where appropriate) regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the student, the parent/carer, and the college
  - Listen to parent/carer aspirations and concerns, and incorporate these into planning

## **6.6 Progress Tutor**

#### 6.6.1 Progress Tutors will:

- Ensure students receive appropriate pastoral support, including reporting safeguarding or mental-health concerns to the Safeguarding Team, in line with the Safeguarding Policy.
- Develop and implement temporary injury or short-term risk assessments where required, and refer students with a temporary disability, new diagnosis or emerging SEND concerns to the SENDCo so that specialist support and longer-term arrangements can be considered.
- Monitor student progress regularly to identify emerging difficulties, including those that may relate to SEND.
- Work collaboratively with Study Support Tutors and the SENDCo to support students identified as having a learning difficulty or disability, particularly where concerns arise through pastoral monitoring.

### **6.7 Study Support Tutor**

#### 6.7.1 Study Support Tutors will:

- Act as keyworker for identified students with SEND.
- Provide targeted intervention in areas of identified need.
- Monitor students' progress and contribute to the review of support.
- Liaise with teachers and Progress Tutors to identify emerging needs and share relevant information.
- Support the wellbeing of their students, raising concerns with appropriate staff where necessary.
- Support students to secure and transition to their next steps, including further study, training or employment.
- Support students to access work experience, including liaising with staff and external partners to remove barriers

### **6.8 Parents or carers**

6.8.1 Parents or carers are encouraged to inform the college if they have any concerns about the student's progress or development.

6.8.2 Parents or carers of a student on the SEND register will be given opportunities to provide information and express their views about the student's SEND and the support in place. They will be involved in discussions and decisions about support where appropriate, and communication will take place through a range of agreed methods.

This will include:

- Ongoing access to progress information via the college's online systems, enabling parents/carers to review information at any time.

- Opportunities to discuss progress and support with staff where concerns arise, particularly where provision may not be meeting need or changes to support are being considered.
- Requests to share information about the impact of SEND support outside college, or any changes in the student's needs or circumstances.
- Opportunities to share concerns and aspirations for the student, which will be taken into account as part of planning and review.

### 6.8.3

The college will take parents' or carers' views into account when making decisions about SEND provision, in line with the graduated approach and recognising the increased independence of post-16 learners.

## 6.9 The student

6.9.1 Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to college targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

6.9.2 The student's views will be taken into account in making decisions that affect them, whenever possible.

## 6.10 The Health and Safety Lead

6.10.1 The Health and Safety Lead will:

- Ensure reasonable adjustments are made to the college for SEND students.
- Be responsible for the Trust's First Aid Policy.
- Maintain building assets and carry out routine checks for supporting SEND students.
- Provide E-VAC chairs and training for Fire Exit of SEND students from any of the Trust's buildings, where a risk assessment and Emergency Evacuation Plan has been put into place.
- Ensure Fire Marshalls and teaching staff are trained in Personal Emergency Evacuation Plans and use of E-VAC chairs, to ensure SEND students are supervised out of Trust buildings in times of fire, flood, extreme weather conditions and loss of electricity or in case of emergency.
- Ensure trip organisers assess risks and are well informed about arrangements for SEND students.
- Ensure appropriate insurance is in place that covers staff providing support to SEND students.

## **7.0 SEN Information Report**

7.1 Every college in the trust publishes a SEN information report on its website, which sets out how this policy is implemented in the college.

7.2 The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8.0 Our approach to SEND support**

### **8.1 Identifying students with SEND and assessing their needs**

8.1.1 Initial identification ordinarily begins during the interview and enrolment process, where students meet with Study Support to discuss any disclosed learning needs, medical conditions or previous support. Completed medical forms and relevant documents are shared with the SENDCo so that reasonable adjustments and appropriate support can be planned before the student starts college.

8.1.2 The SENDCo establishes links with feeder colleges and previous providers to gather information about students already identified as having SEND, those known to external agencies, or those with an Education, Health and Care Plan (EHCP). This ensures that support is in place as early as possible and that transition into college is fully supported. Additional transition activities will be offered where necessary, particularly for students with an EHCP.

8.1.3 College staff, parents/carers and students themselves may request a referral for SEND assessment at any point during the academic year. Staff will consider whether concerns or slow progress may indicate a special educational need, or whether other short-term factors—such as mental health, bereavement, bullying or other life events—may be affecting performance. Where specialist assessment or provision may be required, the college will signpost students and parents/carers to relevant services.

8.1.4 Teaching staff regularly assess progress and identify students whose rate of progress gives cause for concern, including difficulties related to attainment, wider development, social needs or wellbeing. Staff will adapt high-quality teaching, liaise with Study Support Tutors and raise concerns with the SENDCo where further investigation may be required to determine whether SEND may be a contributing factor.

8.1.5 Slow progress alone does not mean that a student has SEND. The college will consider the student's views, the views of parents/carers where appropriate, and the desired outcomes before deciding whether special educational provision is needed and what reasonable adjustments or support are required.

8.1.6 When SEND is identified, the college follows a graduated approach. The SENDCo and Study Support Team will determine whether needs can be met through adaptations to

the core offer or whether more targeted or specialist provision is required. The majority of students with SEND will not have an EHCP; for those who do, the college works with the Local Authority and relevant agencies to ensure that statutory duties are met and that annual reviews support progress and preparation for adulthood.

## **8.2 Consulting and involving students and parents/carers**

8.2.1 The college will place the student at the centre of all decisions about their support, and will involve parents/carers where appropriate.

8.2.2 When considering whether a student requires special educational provision, staff will hold an early discussion with the student (and with parents/carers where appropriate) to gain a clear understanding of their strengths, difficulties, and aspirations.

8.2.3 These conversations will ensure that:

- Everyone understands the student's areas of need and what is working well
- The student's views, goals and concerns are fully considered
- Parents'/carers' concerns (where applicable) are listened to and valued
- Agreed outcomes and next steps are clear to all parties

8.2.4 A record of these discussions will be added to the student's file, and shared with the student and parent/carer where appropriate.

8.2.5 The college will formally notify students—and parents/carers where required—when special educational provision is put in place, and keep them updated as part of the review process.

## **8.3 The graduated approach to SEND support**

8.3.1 As part of the graduated approach, clear outcomes are identified at the planning stage to support each student's progress, development and wellbeing. These outcomes guide the support in place and provide a framework for reviewing impact. Where interventions are used, baseline assessments are completed to establish a starting point, and both quantitative data and qualitative information (such as student voice and wellbeing) are used to evaluate progress over time.

8.3.2 Reasonable adjustments and implications for learning are clearly communicated to teaching staff so they can plan and deliver a supportive and inclusive learning experience. Information about the needs of students with SEND—including updates on support from Study Support Tutors—is available to teaching and pastoral staff, enabling them to adapt lessons and remove barriers to learning.

**8.3.3** Progress towards agreed outcomes is reviewed regularly, and provision is adapted in response to what works best for the student. The assess–plan–do–review (APDR) cycle is continuous:

- Where reviews indicate sustained progress, a student may no longer require additional SEND support.
- Where further support is required, targets, strategies and adjustments are refined so that emerging needs continue to be met effectively.

8.3.4 Teaching departments, Progress Tutors and Study Support Tutors all contribute to monitoring performance and attendance. Study Support Tutors monitor students with SEND at each assessment point and may discuss Cedar assessment data with students to support planning, track progress or celebrate improvements.

8.3.4 Where a student requires specific strategies or reasonable adjustments, the implications for learning are shared with relevant staff, including teaching teams, Progress Tutors and Study Support Tutors. These may include adjustments such as adapted resources, assistive technology, exam access arrangements or other supportive approaches. These implications are reviewed regularly with the student and, where appropriate, with parents/carers and external agencies as part of the APDR cycle.

8.3.5 The Study Support Team also provides social support during break and lunch times, offering a safe environment for students who require help with social interaction or confidence. All students, including those with SEND, are encouraged to participate in the college’s enrichment programme, with additional support from Study Support Tutors where needed—particularly during initial sessions.

## **8.4 Levels of support**

### **8.4.1 College-based SEND support**

8.4.1.2 Students receiving SEND Support will be recorded on the college’s SEND register. Their needs are ordinarily met through the college’s graduated approach, which includes high-quality adaptive teaching, targeted intervention and reasonable adjustments.

8.4.1.2 Study Support Tutors collate and share information about students’ needs with teaching staff and Progress Tutors. This information is available on the college’s internal systems and is updated as required, enabling staff to plan and deliver inclusive lessons and remove barriers to learning.

8.4.1.3 SEND Support may include:

- Liaison with teachers and Progress Tutors, ensuring support is coordinated and responsive.

- Adaptive teaching, such as modified resources, additional explanation of vocabulary, more frequent checking of understanding, or other reasonable adjustments.
- One-to-one support sessions, where students work with a Study Support Tutor on areas such as drafting, organisation, grammar, social communication or preparing for assessments.
- Physical and/or medical support, where information from students, parents/carers or medical professionals is shared with staff to ensure the right adjustments are in place.
- Social, emotional and mental health support, including access to pastoral staff, the Safeguarding Team and college counsellors, as appropriate.
- Support during unstructured times and enrichment activities, to promote confidence, social interaction and independence.

8.4.1.4 Where a student's needs cannot be met through college-based expertise alone, staff will consider involving external specialists as early as possible. The provision for students receiving SEND Support is funded through the college's notional SEND budget.

#### **8.4.2 Education, health and care (EHC) plan**

8.4.2.1 Students who require support beyond what the college can provide through SEND Support may be entitled to an Education, Health and Care Plan (EHCP). An EHCP is a statutory document issued by the Local Authority which outlines the student's needs, the provision required, and the outcomes sought across education, health and social care.

8.4.2.2 Provision for students with EHCPs is funded through the college's notional SEND budget and, where necessary, by the Local Authority via high-needs funding.

8.4.2.3 The college works in partnership with the Local Authority and relevant professionals to ensure that EHCP provision is delivered and reviewed at least annually, and that students are supported to achieve positive outcomes and prepare for adulthood.

#### **8.5 Evaluating the effectiveness of SEND provision**

8.5.1 We evaluate the effectiveness of provision for students with SEND by:

- Reviewing assessment data and feedback from teaching staff, Progress Tutors and Study Support Tutors to identify emerging needs and check the impact of support.
- Gathering student and parent/carer voice, including through discussions and the review stage of the assess–plan–do–review (APDR) cycle.
- Meeting with students and liaising with parents/carers to understand barriers, monitor progress and ensure provision remains appropriate.
- Holding annual reviews for students with Education, Health and Care (EHC) Plans and working with external agencies to ensure statutory provision is met.

## **9.0 Attendance**

9.1 Many students with SEND face additional or complex barriers to regular attendance. Their right to an education is the same as that of any other student, and the attendance ambition for students with SEND is high. However, they may require personalised support, reasonable adjustments, or targeted intervention to help them attend consistently and feel safe and ready to learn.

9.2 In line with the Trust's Attendance Strategy, we rigorously monitor attendance patterns for students with SEND so that any emerging concerns are identified early. When a decline in attendance is noted, the SENDCo, pastoral staff, Attendance Team and the learner, with parents/carers where appropriate, work together to understand the underlying barriers and agree appropriate support. This may involve reviewing SEND provision, adjusting the learning environment, or facilitating access to additional services.

9.3 Where absence persists, or voluntary support is not improving attendance, the college may formalise support plans in collaboration with the Local Authority and other partners, ensuring that reasonable adjustments remain central to decision-making. Any formal attendance processes will always take account of the student's SEND and their individual circumstances.

9.4 Where a learner is unable to attend college due to physical or mental health needs, the college will work with the learner, parents/carers where appropriate, health professionals and the Local Authority to consider suitable support arrangements. This may include reasonable adjustments within college, flexible or personalised timetables, temporary adaptations to learning delivery, with the aim of supporting the learner's wellbeing and facilitating a return to on-site learning as soon as practicable.

9.5 Full details of the Trust's approach to attendance, including roles, responsibilities and escalation pathways, can be found in the Attendance Policy.

## **10.0 Safeguarding, Mental health and SEND**

10.1 We recognise that students with SEND can face additional safeguarding challenges. Students with disabilities are statistically more likely to experience abuse than their peers, and additional barriers may exist when identifying indicators of abuse, exploitation or neglect. These can include communication difficulties, assumptions about behaviour being linked to disability, or reliance on adults for care.

10.2 For details of the pastoral and communication support offered to students with SEND, and the measures in place to ensure their voices are heard, staff should refer to the Trust's Safeguarding and Child Protection Policy.

10.3 Mental health concerns are responded to through the Trust's safeguarding procedures in the first instance. All staff follow the Safeguarding and Child Protection Policy, including early identification, early support, and, where appropriate, escalation to the Designated Safeguarding Lead (DSL).

10.4 Where a student's mental health difficulty creates a barrier to learning and requires provision that is additional to or different from the universal pastoral, wellbeing or safeguarding offer, the difficulty may also be identified as a Special Educational Need under the category of Social, Emotional and Mental Health (SEMH).

10.5 In such cases, the SEND team will implement the graduated approach (Assess–Plan–Do–Review) alongside pastoral and safeguarding colleagues. Safeguarding oversight continues throughout, and thresholds relating to risk, harm or significant deterioration are detailed within the Safeguarding and Child Protection Policy.

## **11.0 Students with a Medical Need**

11.1 Where a student requires medication, the Trust will provide a safe and appropriate space for storing medication securely. In line with Trust procedures, the student will usually self-administer their medication, with staff assisting only to hand over the medication in accordance with the agreed plan. Staff will not measure dosages or monitor medication intake.

11.2 For certain urgent conditions (e.g., epilepsy or diabetes), medication may be administered by trained first aid staff as part of a pre-agreed emergency response plan. Emergency medication packs are stored safely and will be handed to paramedics in the event of an emergency.

11.3 Where a student declares a medical need relating to an allergy, the Trust will follow internal procedural guidance to prepare an Individual Healthcare Plan and/or Risk Assessment (IHCP/RA). This will outline emergency management steps for anaphylaxis and detail the control measures required to reduce exposure to allergens.

11.4 Please see Supporting Students with Medical Conditions Policy, First Aid policy and Health and Safety Policy for more information

## **12.0 Expertise and training for staff**

12.1 Training and professional development are provided regularly for all teaching and support staff. Principals and SENDCos continuously monitor staff training needs and integrate these into the college's ongoing programme of professional development. All staff receive information about the college's SEND arrangements as part of induction, including expectations for inclusive practice, the graduated approach, and how to access support from the SEND team.

12.2 The SENDCo is appropriately qualified and undertakes ongoing professional development to support accurate identification of SEND and to distinguish between unmet need, learning differences and other factors that may impact engagement or progress. This ensures that underlying needs are recognised and addressed through appropriate support. The SENDCo shares relevant training and guidance with staff and arranges specialist input where required. To remain up-to-date with local and national developments, the College SENDCo engages in professional networks and training opportunities, including Local Authority updates and events offered by the Sixth Form Colleges Association (SFCA).

## **13.0 Links with external professional agencies**

13.1 The trust recognises that we won't be able to meet all the needs of every student. Whenever necessary, our colleges will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- College nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

## **14.0 Admission and accessibility arrangements**

### **14.1 Admission arrangements**

14.1.1 The college admits students in a fair, transparent and inclusive way, ensuring that no applicant is treated less favourably because of a special educational need or disability.

14.1.2 Placement decisions for applicants with an EHCP are not determined through the general admissions process. As part of the statutory process, the Local Authority must consult the college before naming it in Section I of the EHCP.

14.1.3 Information, advice and guidance are central to the admissions process, enabling students to choose courses that match their aspirations, prior attainment and likelihood of success. The college works with colleges and families to ensure a smooth transition into post-16 study, including for students with SEND.

14.1.4 Where students disclose SEND or medical needs during application or enrolment, the SENDCo and Study Support Team work to ensure reasonable adjustments and support are in place from the start of their study programme.

14.1.5 Full details of the admissions process, including criteria, guidance, transition arrangements and the probationary period, are set out in the college's Admissions Policy.

## **14.2 Accessibility arrangements**

14.2.1 The Trust is committed to ensuring that disabled students are not treated less favourably than their peers. In line with the Equality Act 2010, we take proactive steps to remove barriers to learning and participation, including making reasonable adjustments, differentiating teaching, and adapting resources and environments to meet individual needs.

14.2.2 Disabled students are supported through a combination of high-quality teaching and targeted adaptations. Teachers are responsible and accountable for the progress of all students in their class (SEND Code of Practice 2015, 6.36), and learning is planned and differentiated to ensure every student can access a broad and balanced curriculum. Adaptations may include changes to teaching methods, additional processing time, pre-teaching, the use of assistive technology, visual supports, specialist equipment, or modified resources. Departments use Schemes of Learning that plan for varied needs, and external agency advice is incorporated where relevant.

14.2.3 To support physical access and inclusive participation, the Trust provides a range of facilities and auxiliary aids, such as accessible learning spaces, adjusted furniture, sensory and communication supports, and examination access arrangements (e.g., additional time, a scribe or assistive technology, where permitted by JCQ guidance). Transition and induction processes are designed to ensure that disabled students are well prepared for entry and can engage fully in college life.

14.2.4 Each college has an Accessibility Plan that outlines how we will:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment to enhance access to education, facilities and services
- Improve the availability of accessible information in alternative or adapted formats

14.2.5 The Trust's Accessibility Plan can be [viewed here](#).

## **15.0 Allocation of Resources for students with SEND**

15.1 The SEND budget is based initially on the identification of needs across the college, is allocated by the EFSA and is then reviewed by the Principal, Executive Director of Post 16 Education and if required, the Board of Trustees/Local Advisory Group in the light of the provision that they wish to maintain or develop.

15.2 It is supplemented by additional resources from the colleges budget.

15.3 Capitation is available for the daily running of the department.

15.4 The SENDCo oversees the allocation of human and other resources for students with SEND respectively in light of their SEND and level of need. Specific provision may be outlined in EHC plans.

## **16.0 Complaints about SEND provision**

16.1 We aim to resolve concerns about SEND provision promptly and informally. Parents/carers should first raise any concerns with the tutor, SENDCo or Principal. We will try to resolve the complaint informally in the first instance. Where issues cannot be resolved at this stage, a formal complaint may be submitted in line with the Trust's Complaints Policy (available on the college website).

16.2 If a parent/carer or student remains dissatisfied after following the formal complaints process, the matter may be escalated further. In some cases, students also have the right to raise a complaint. Guidance on resolving disagreements can be found in the SEND Code of Practice (2015), pages 246–247.

16.3 Concerns relating to the content or delivery of an Education, Health and Care (EHC) plan may need to be raised with the Local Authority, as they hold statutory responsibility for the plan. Families also retain the right to access disagreement resolution or mediation and, where appropriate, appeal to the SEND Tribunal.

## **17.0 Monitoring and evaluation arrangements**

### **17.1 Evaluating the effectiveness of the policy**

17.1.1 We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND

- Whether students with SEND feel safe, valued and included in the college community
- Comments and feedback from students and their parents/carers

## **17.2 Monitoring the policy**

17.2.1 This policy will be reviewed by Claire Attrill (Director of Inclusion) every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

17.2.2 It will be approved by members of **the Trust Board**.

## **18.0 Use of Artificial Intelligence tool**

18.1 To enhance the efficiency and consistency of our SEND processes, the Trust may use internal artificial intelligence (AI) providing capacity for our SEND teams to focus more time on high quality provision and strategic decision making.

18.2 NCLT's Data Protection Policy sets out the Trust's approach on the use of AI.

## **19.0 Links with other policies and documents**

19.1 This policy links to the following documents:

- SEN information report
- Admissions Policy
- The local offer
- Accessibility plan
- Behaviour for Learning policy
- Supporting students with Medical Conditions Policy
- First Aid Policy
- Health and Safety Policy
- Student Attendance and Punctuality policy
- Safeguarding and Child Protection policy
- Complaints policy