



JOHN LEGGOTT COLLEGE

Special Educational Needs Policy

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1. Introduction

- 1.1. The college has a culture of high expectations that expects those working with young people with SEND, to enable them to develop, learn, participate and achieve the best possible outcomes.
- 1.2. We foster a creative and caring learning environment, which will empower all students to achieve their greatest potential. 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. This policy aims to encourage all students to become confident, resilient individuals who can make a successful transition into adulthood and progress to positive and meaningful destinations, including employment, further or higher education or training.

2. Legislative Framework

- 2.1. John Leggott College aims to comply with the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years, relating to the appropriate sections of the Children and Families Act 2014 (CFA 2014).
- 2.2. The Code of Practice provides statutory guidance on duties relating to Part 3 of the Children and Families Act 2014. This CFA 2014 The Equality Act 2010 sets out the legal obligations post-16 institutions have towards disabled young people.
- 2.3. The college will not directly or indirectly discriminate against, harass or victimise disabled young people and will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure disabled young people are not substantially disadvantaged compared to their peers.

3. Key Aims & Principles

The policy's purpose is to ensure:

- 3.1. Identification of learners with Special Educational Needs (SEN) is completed at the earliest opportunity, through cooperation and partnership with parents/carers and outside agencies in line with the guidance in the SEND Code of Practice: 0-25 Years.
- 3.2. Liaison with external agencies and local authorities to ensure access to learners' Education Health Care Plan (EHCP) to ensure smooth coordination and transition from school to college.
- 3.3. All staff take responsibility for the identification and inclusion of students with SEND as an integral part of raising standards, to ensure SEND the best possible outcomes for SEND learners in respect of retention, achievement,

progression, access to work placements or higher education.

- 3.4. Appropriate strategies are in place to support the development of greater independent study skills for SEND learners and that parents/carers will be fully included in the educational and social journey of their young person, and students will be involved in their own learning.
- 3.5. Ongoing training is in place for all staff to ensure that the duty of care to SEND learners is being met to the highest standards.

4. Definitions

- 4.1. Definition of disability under the Equality Act 2010 and definition of SEN under The SEND Code of Practice:
 - 4.1.1. Students have special education needs if they have a learning difficulty or disability 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 schools or mainstream post-16 institutions.
 - have a disability or health condition, which requires special educational provision to be made.
 - 4.1.2. A student is disabled under the Equality Act 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 like getting dressed. 'Long term' means 12 months or more e.g. a breathing condition that develops as a result of a lung infection.
 - 4.1.3. A person has a disability and/or medical need if they have:
 - Any physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairment such as those affecting sight or hearing, and long term medical conditions such as asthma, diabetes, epilepsy and cancer (Equality Act).
 - 4.1.4. 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. **Staffing & Responsibilities**

5.1. Principal

- Responsible for the overall educational provision for all students at the college.

5.2. Assistant Principal

- Be responsible for the overall management of the SEND Policy and provision for SEND students within John Leggott College
- Ensure the curriculum meets the needs of SEND students.
- Oversee the SENCO and quality assure the systems in place to identify and support students.
- In collaboration with the SENCO, monitor and review the progress of SEND students - particularly attendance, achievement and retention.
- In collaboration with the SENCO, monitor the participation of SEND students with the personal development curriculum to ensure they receive all appropriate opportunities and experiences at John Leggott College.

5.3. Special Educational Needs Coordinator (SENCO)

- Line manage the Learning Support Team and Foundation Learning Department.
- Implement the college's strategies in relation to SEND students.
- Oversee the implementation of targets across the curriculum in line with a learners Educational Health Care Plan (EHCP) and provide regular updates as required.
- Be the main point of contact for external agencies in relation to the college's SEND provision.
- Ensure the needs of students with SEND are identified at transition and coordinate the implementation of EHCP outcomes for learners enrolling in the college.
- Ensure SEND students are appropriately supported through reasonable adjustments according to need, utilising the Learning Support Team and other staff as needed, appropriately.
- Ensure resources are allocated through the use of available funding.
- Liaise with all appropriate staff when providing SEND provision for vulnerable students.
- Inform staff about appropriate information regarding SEND learners, particularly learners identified as 'High Need' and where learners have an EHCP through the college's internal platform, CEDAR.
- Liaise with and share information with parents/carers and external agencies regarding SEND students as specified in the SEND Code of Practice.
- Ensure staff are suitably trained to meet the needs of all SEND students, providing professional guidance and continuous professional development for colleagues.
- In collaboration with the Assistant Principal, monitor and review the progress of SEND students - particularly attendance, achievement and retention.

- In collaboration with the Assistant Principal, monitor the participation of SEND students with the personal development curriculum to ensure they receive all appropriate opportunities and experiences at John Leggott College.
 - Liaise with the Exams Officer (EO) to record all exam access arrangements and oversee the collection of evidence and documentation to support the exam access arrangement process.
 - Quality assure the SEND provision through visiting lessons, learner voice, ensuring concerns are logged correctly and checking the progress made from specific interventions.
- 5.4. SEND Governor Link
- Monitor the implementation of the John Leggott College's SEND Policy.
 - Participate in appropriate training.
 - Meet with the SENCO to discuss the progress of SEND students in order to report back to John Leggott College Corporation.
- 5.5. Learning Support Assistant
- Will work closely with nominated students, providing support in line with their EHCP.
 - Provide intervention on specific areas of need
 - Monitor the progress of students and liaise with SENCO regarding any concerns or specific needs.
 - Liaise with teachers to identify specific areas of support required during the academic year.
 - Monitor the wellbeing of their students and report any concerns to the colleges Wellbeing Team where appropriate.
 - Support students to secure and transition to next steps.
 - Provide 1:1 support for SEND learners to ensure they are able to make progress in line with their peers.
- 5.6. Progress Tutors
- Ensure any students with a new diagnosis mid-term are referred to the SENCO who will update records, file evidence provided, assess what arrangements need to be put in place and communicate with appropriate staff.
 - Monitor progress to identify any students with difficulties and make a referral where appropriate.
 - Work collaboratively with the SENCO and Learning Support Team to support students identified as having a learning difficulty or disability.
- 5.7. Teachers
- Identify at the earliest opportunity following enrolment any students within classes with a SEND flag on the colleges internal platform, CEDAR.
 - Review a SEND students Study Support Summary on CEDAR to review an overview of need, implications for teaching and access arrangements if applicable.
 - Where a potential SEND need is identified or potential need for exam access arrangements is identified during the academic year, a referral is

made using the Google Form Referral, including evidence which can be utilised to assess a students need.

- To log on Schemes of Learning relevant information about SEND students in their classes and to set appropriate targets in line with their EHCP outcomes.
- Ensure learners are enabled to use their granted exam access arrangements as their normal way of working and during all assessments.
- Work closely with the Learning Support Team, providing access to relevant resources and to remove any barriers to learning to allow SEND students to make progress.
- To be highly adaptive within their teaching and learning approaches to accommodate the needs of learners and remove barriers to learning.
- Ensure resources are adapted according to individual learner needs to enable them to access a full curriculum offering within the college.
- Monitor and review progress of SEND learners and provide timely feedback to the SENCO when requested, to ensure EHCP reviews can be communicated with external agencies as required.

6. Educational Health Care Plans (EHCPs)

- 6.1. The college will work closely with students, families and professionals to meet the needs of students with an EHCP.
- 6.2. Where a student has an EHCP, the college will use support strategies and implement interventions to support the student to achieve their outcomes or targets. Targets are reviewed at regular intervals throughout the year and if expected progress has not been achieved, the next wave of intervention will be introduced.
- 6.3. Relevant information about a learners EHCP outcome will be logged on CEDAR for relevant staff to access.
- 6.4. Teachers will identify specific adaptations within their teaching to ensure that students with an EHCP are able to make progress against their EHCP outcomes.

7. Admission & Transition

- 7.1. John Leggott College is an inclusive college that promotes and celebrates diversity and equality. The college admits students with varied special educational needs and disabilities, however this is providing that they meet the college's entry criteria as outlined in the Admission Policy.
- 7.2. The starting point in identification of needs and discussions about the support offered at the college often begins before transition. There is an opportunity to disclose any additional needs on the application form. During interview evenings, students will be directly asked about any special education needs, disabilities or medical needs. It is the responsibility of the parent, carer or student to inform us of existing SEND on the college's application form or at

interview evening.

- 7.3. Transition for students with SEND is carefully considered. Where a student has an EHCP, the SENCO will work with schools and relevant local authorities to ensure appropriate provision is put in place. The SENCO will discuss the EHCP with the Special Educational Needs and Disabilities Coordinator (SENDCO) at the secondary school and, where possible, attend the review for students who have been offered a place at the college.
- 7.4. The SENCO or a Learning Support Assistant will communicate with students prior to attending, regarding the level of support on offer at the college. Additional visits are arranged and can be done before Transition Day, to help students acclimatise to the college and alleviate any concerns.
- 7.5. All students identified with a SEND need, will have the category of need and provision that is in place recorded on CEDAR. Suggested strategies for support and exam access arrangements, where required, are also recorded on CEDAR for each individual student.

8. Identifying and Assessing Support Needed

- 8.1. John Leggott College has a responsibility for the identification and assessment of students' needs in line with the guidance outlined in the SEND Code of Practice. The identification of SEND students will ordinarily occur during the interview process as outlined above.
- 8.2. Where a student is identified as having SEND, the SENCO will bring together all relevant information from the school, the student, from parent/carer, from those working with the student, the local authority and from any screening or assessment carried out.
- 8.3. Where required, a planning meeting will be held with the student and a member of the Learning Support Team to discuss the students need and to agree the nature of the support, the expected outcomes of the support and a date for reviewing the support.
- 8.4. Plans will be developed with the student regarding the level of support and intervention which will be put in place during their time at the college. This support will be reviewed regularly to ensure that we are promoting student independence and enabling the student to make good progress towards employment and/or higher education, independent living, good health and participating in the community.
- 8.5. Examples of support include (but are not limited to):
 - Allocation of a LSA to monitor progress
 - Assistive technology
 - Note-taking
 - One-to-one and small group learning support for academic, social or life skill development offered by the Learning Support Team.

- Access to therapies or specialist services
 - Additional TAP (Teacher Access Periods) or one-to-ones delivered by subject specialists
 - Access to whole college intervention sessions
- 8.6. Some students may complete screening tests to identify possible SEN. Further assessments to identify any need may be required or provided, but usually these will be conducted in response to concerns raised by teaching and/or pastoral staff. The SENCO will determine when referrals and assessments are required as well as the type of assessment that is needed in order to make informed decisions about next steps and support.
- 8.7. Additional needs may emerge during the student's time at the college. Students who fall behind in their studies will have their needs identified by teachers and Progress Tutors and appropriate support provided. It should not be assumed that students have SEND just because they have lower attainment than the majority of their peers.
- 8.8. Where strengths have been identified as part of a learning walk, a teacher may be requested to share their practice with individuals or the wider teaching team. This may be done via the HOW2 Platform, the T&L Hub or during a face-to-face TLA session.

9. Exam Access Arrangements

- 9.1. When applying for Exam Access Arrangements we are obligated to work within the framework laid out by the Joint Council for Qualifications (JCQ).
- 9.2. Where a student is referred to the SENCO for Access Arrangement assessment, an assessment for exam access arrangements will be undertaken if appropriate. We will report the results of the assessment to the students and also whether the assessment indicates the student has standardised scores below the level set by JCQ.
- 9.3. Where a student has been permitted exam access arrangements in secondary school, evidence must be provided so that continuing needs can be assessed within the college setting and for the current program of study.
- 9.4. In some instances, students' prior arrangements can be rolled forward, however the SENCO is responsible for ensuring that JCQ regulations in relation to exam access arrangements are followed. This means evidencing that there continues to be substantial and long-term difficulties which require reasonable adjustments in exams. In some instances and for some students, exam access arrangements can no longer be permitted or are no longer required.
- 9.5. Where exam access arrangements are awarded to students, this information will be logged on CEDAR and all staff have an obligation to make themselves

aware and ensure this is the normal practice in relation to any examination type activity within the college.

10. Confidential Information

- 10.1. Documentation relating to individual learners with additional needs will be collated and stored securely with due regard to the Data Protection Act.
- 10.2. The EHCP and similar documents relating to learners' needs and/or prior specialist interventions including highly sensitive data will be treated with the strictest confidentiality.
- 10.3. The SENCO will identify what aspects of any confidential information are shared with teaching and/or other staff. Any sharing of confidential information will be on a strictly need to know basis for the improvement and efficacy of support for the individual learner.
- 10.4. A general indication of additional need will be accessible to all staff if the learners have made a disclosure on entry to college. This will appear under the study support section on CEDAR. In addition, CEDAR will record any exam access arrangements that a learner may have been granted, for example; extra time or the use of a reader or a scribe.

11. External Agencies

- 11.1. In some circumstances it will be necessary for the college to work in partnership with a range of specialist external agencies to provide appropriate support. A Service Level Agreement (SLA) is established in order to monitor provision. A SLA may be established with local authority managed agencies, for example; Educational Psychology services or the Autism Spectrum Education Team (ASET).
- 11.2. The college works closely with Local Authorities (LA) establishing SLA and communicating regularly to ensure the correct funding is being given to the college on a yearly basis.
- 11.3. The SENCO will make the judgement as to whether it is appropriate to refer learners to an additional external provider. Areas of need could arise from consultation with parents or guardians after a learner has either raised a concern about their own difficulties or has been referred to the SENCO by teaching staff in order that a difficulty is investigated.
- 11.4. As a college we are aware that key times in the year may present additional challenges for a learner with a difficulty or disability and that they may require additional intervention and support. Each learner will be treated as an individual and a range of support will be made available from the correct team within college to minimise the impact on the learner's progress.

12. Staff Training & Improving Practice

- 12.1. The college is committed to the training of staff to enable them to support and assist students with a range of SEND needs, as part of a planned programme of staff development.
- 12.2. Training is delivered by either the SENCO or highly regarded specialist external services.
- 12.3. Curriculum and support staff at the college should contact the SENCO if they need help in identifying a student's SEND need or are concerned about their progress, or need further advice.
- 12.4. Where required, the college will utilise external partners to review and validate the observation and coaching work.

13. Raising of Concerns

- 13.1. John Leggott College has a complaints procedure in place. This policy covers both informal and formal complaints. The college encourages concerns to be raised sooner rather than later so that matters can be resolved at the earliest opportunity.
- 13.2. Issues of dissatisfaction with any level of service or containing feedback which may be helpful in improving our provision, in the first instance should be addressed to the Assistant Principal responsible for SEND or to the college SENCO.
 - Assistant Principal - Jamie Watkinson
Email: jamiawatkinson@leggott.ac.uk
Tel: 01724 407114
 - SENCO - Hayley Farrell
Email: hayleyfarrell@leggott.ac.uk
Tel:01724 407068

14. Evaluation, Monitoring & Review

- 14.1. The SENCO is responsible for the monitoring and evaluation of the effectiveness of the college's SEND provision. This is achieved by:
 - Audit of support records and reviews
 - Attendance review of SEND learners
 - CAP Progress reviews of SEND learners
 - Learner Voice
 - Annual Self-Assessment Report
 - EHCP Reviews

- 14.2. This policy will be reviewed annually by the Policy Owner named at the bottom of this document. The named policy owner will seek input from:
- SEND Learners
 - Parents/Carers
 - The SENCO
 - Learning Support Team
 - JLC Staff

Policy Owner:	Jamie Watkinson	Next Review Date:	June 2026
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