



NEW COLLEGE LEICESTER

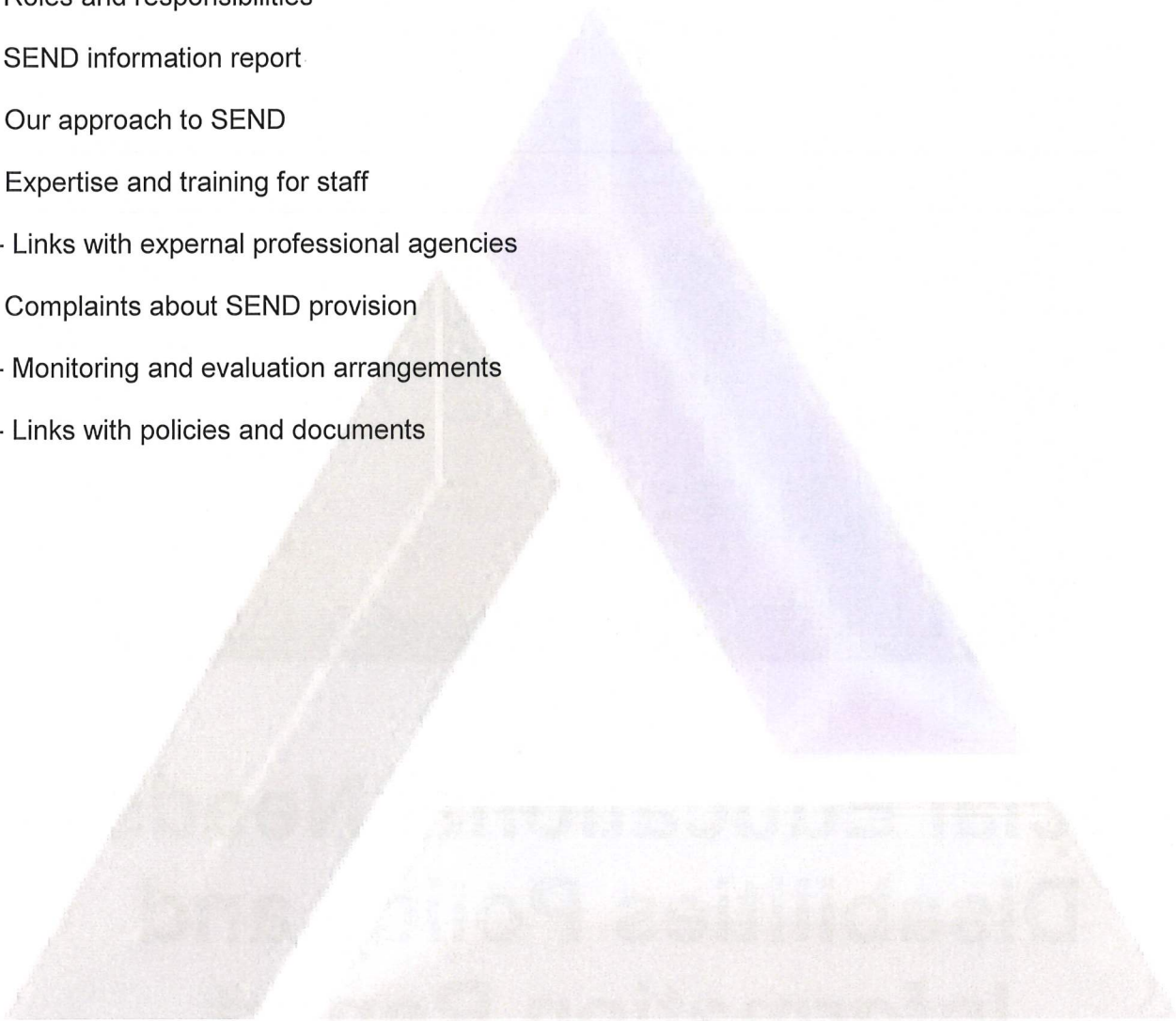


Special Educational Needs or Disabilities Policy and Information Report

October 2024

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1 Aims

Our SEND policy and information report aims to:

- Set out how New College Leicester will support and make provision for students with special educational needs or disabilities (SEND)
- Set out how our school will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
 - Help students with SEND fulfil their aspirations and achieve their best
 - Help students with SEND become confident individuals living fulfilling lives
 - Help students with SEND make a successful transition into adulthood
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the students
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

This policy has been developed by the college's Director of Learning for Inclusion and SENDCo in conjunction with the College's Leadership Team and approved by the Governing Body. The information in this policy outlines the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order for them to realise their full potential, make outstanding academic and personal progress and grow to be well equipped for their future lives. Provision may change and develop over time.

We '*best endeavour*' to make every effort to achieve maximum inclusion of all students, whilst meeting students' individual needs and making reasonable adjustments. This policy links with our Teaching and Learning, Behaviour, and Equalities and Cohesion Policies, all of which recognise the entitlement of all students to a balanced, broadly based curriculum.

This policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND.

We aim to develop independence and skills for full social integration alongside high academic standards for all students.

Principles - The following principles underpin SEND at New College Leicester:

- To reach high levels of achievement for all
- To be an inclusive college
- To ensure the identification of all students requiring SEND provision as early as possible in their college career
- To meet individual needs as closely as possible through a wide range of provision and reasonable adjustments
- To attain high levels of satisfaction and participation from students, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide appropriate curriculum access for all
- To work towards inclusion in partnership with other agencies and colleges
- To achieve a level of staff expertise to meet student need

- We recognise that many students will have special needs at some time during their college life. In implementing this policy, we believe students will be helped to overcome their difficulties.

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

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

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

3. Legislation and guidance

The Code of Practice is statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Bill and associated regulations. All organisations listed within the code must have regard to it and must be able to demonstrate that they are fulfilling their statutory duty. The new Code of Practice is a single piece of statutory guidance to replace the code of practice (2001). It covers the age ranges 0-25 years.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's 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 having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

The above policies replace the following legislation and guidance:

- 1996 Education Act and related SEND regulations
- SEND Code of Practice (2001)
- Inclusive Schooling (2001)
- Section 139a Learning Difficulty Statutory Guidance (2013)

The information required to be included in this SEND Policy is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEND information report. This can be found at: <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

Our college's details are:

Name:	New College Leicester
Address:	Glenfield Road, Leicester, LE3 6DN
Telephone number:	01162318500
Email:	enquiries@newcollege.leicester.sch.uk
Web address:	www.newcollege.leicester.sch.uk

The governing board can be contacted at the college address via Mrs L Dawson, Clerk to the Governors.

This policy links to other college policies on:

- Administration of Medicine Policy
- Behaviour Policy
- Teaching and Learning Policy
- Equalities and Cohesion Policy

The College Improvement Plan contains plans to improve standards of attainment for all students at the college. This includes the progress of students with Special Educational Needs.

At New College Leicester, we value the abilities and achievements of all of our students, and we are committed to providing, for each student, the best possible environment for learning.

3.1 Admission Arrangements

No student will be refused admission to this college on the basis of his or her Special Educational Need. In line with the SEND and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. New College Leicester will operate in accordance with the college and Local Authority admission policies.

At New College Leicester we liaise closely with our partner primary colleges and provide additional transition support both before a student starts and afterwards, if it is needed. We also host an additional transition group for more vulnerable Year 6 students prior to the usual Year 6 transition day.

4. Inclusion and equal opportunities

At New College Leicester 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.

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

Enabling students with SEND to engage in activities available to those in the college who do not have SEND

The college endeavours to ensure SEND students have access to engaging activities in college to ensure they have the opportunities to make good or better progress both academically, emotionally and socially.

Activities such as;

- extra-curricular activities, trips and visits are available to all our students, including our before-and after-college clubs.
- encouraging all students to go on our residential trips for example the annual Ski trip, university visits, visits to places of worship
- encouraging all students to take part in sports day/college plays/special workshops,
- ensuring that no student is ever excluded from taking part in these activities because of their SEND or disability.

We support students with physical disabilities, short or long term, as and when appropriate by:

- Arrangements for the admission of disabled students, i.e.
 - All students whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
 - If we are oversubscribed in a year group a discussion will take place with the local authority regarding meeting the students' needs. If deemed we can meet need the student will be prioritised for admission
 - As a college we aim to not unfairly disadvantaging students with a disability. If need can be met at NCL we will endeavor to do everything we can to ensure inclusivity

If a student has a physical disability we aim to;

- Additional visits are made prior to entering the college
- Work with external agencies to ensure all appropriate resources/equipment are sourced – e.g. work alongside the VI team to enlarge resources
- Ensure staff are aware of specific need in advance – e.g. Strategies to support students, use of technology
- For wheelchair users, if applicable, try to ensure all rooms are on the ground floor
- The colleges school's accessibility plan supports the needs of all students. Students with short term physical disabilities will have a meeting with the Health and Safety Officer to come up with a plan to support then accessing education in the short term. This is to ensure we are;
 - Improving the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services we provide
 - Improving the availability of accessible information to disabled students

Support for improving emotional and social development

All students are encouraged to take part in the wider development of the college. Within Inclusion there is a lead member of staff who ensures SEND students have a voice. We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the college council.
- Students with SEND are encouraged to be part of all clubs running in college to promote teamwork/building friendships etc
- Students with SEND are part of the whole college anti bullying strategy and some are anti bullying ambassadors

5. Definitions

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

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of 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 schools/colleges within the area of the Local Authority.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools/colleges.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

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.

Interventions will be selected that are appropriate for the students 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 do 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. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
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"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <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>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6.Roles and responsibilities

6.1 The Special Educational Needs Co-ordinator (SENDCo)

The SENDCo is Miss D Mayes, who is supported by the Director of Learning for Inclusion Mrs K Simpson. She is available by email on dmayes@newcollege.leicester.sch.uk

The administration of SEND is supported by Ms D Walters (Office Manager)

They will:

- work with the Principal and SEND governor to determine the strategic development of this policy and therefore the provision in the college
- have day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- advise on the graduated approach to providing SEND support
- advise on the deployment of the college's delegated budget and other resources to meet students' needs effectively
- be the point of contact for external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- work with the Principal and governing body to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure the college keeps the records of all students with SEND up to date

The DoL/SENDCo is responsible for reporting to the Principal and the governor with responsibility for SEND on the day-day management of this policy.

6.2 The SEND governor

The named governor for SEND is Mrs S Thistlethwaite The SEND governor will:

- help to raise awareness of SEND issues at governing body meetings
- monitor the quality and effectiveness of SEND and disability provision within the college and update the governing body on this
- work with the Principal and DoL/SENDCo to determine the strategic development of the SEND policy and provision in the college

6.3 The Principal

The Principal and the governing body have delegated the responsibility for the day to day implementation of the policy to the DoL/SENDCo. The Principal will:

- Work with the SENDCo and SEND governor to determine the strategic development of this policy and therefore the SEND provision in the college
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

6.4 Class Teachers

All college staff have a responsibility for students with SEND. All teachers are teachers of students with Special Educational Needs. Staff are aware of their responsibilities towards students with SEND, whether or not students have an Education Health Care Plan. A positive and sensitive attitude is shown towards those students.

Each teacher is responsible for:

- the progress and development of every student in their class
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the Acting SENDCo to review each student's progress and development and helping to decide on any changes to provision
- ensuring they follow this SEND policy

6.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the students SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the students needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the students progress

The school will take into account the views of the parent or carer in any decisions made about the student.

6.6 The pupil

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 setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The students views will be taken into account in making decisions that affect them, whenever possible.

6.7 Teaching Assistants

Teaching Assistants (TAs): TAs play a major role in the support of students with SEND. TA's are student centered and support the progress of learning of all students.

In line with the recommendations in the SEND Code of Practice 2014, the DoL and SENDCo, along with the Inclusion team are responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing Teaching Assistants
- managing Cover Supervisors
- overseeing the records on all children with SEND
- overseeing the legal framework for students with SEND
- liaising with parents of children with SEND in conjunction with Tutors and Heads of Year
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
-

7.SEND information report

The kinds of SEND that are provided for

New College Leicester currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction; for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and Learning; for example, dyslexia, dyspraxia,
- Social, Emotional and Mental Health difficulties for example, attention deficit hyperactivity disorder (ADHD),

- Sensory or Physical difficulties for example, visual impairments, hearing impairments, processing difficulties, epilepsy

8. Our approach to SEND support

8.1 Identifying students with SEND and assessing their needs

We believe that students' needs should be identified and met as early as possible. Therefore, the DoL works closely with the Assistant Principal (Data), the SENDCo and the Level 4 TA, using whole college tracking data, NVR, Reading and Spelling age data, Key Stage 2 data, and termly assessment information as early identification indicators of need.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We use a number of additional indicators of Special Educational Needs.

- the analysis of data including entry profiles, Foundation Stage Profiles, SATs, reading ages, spelling ages, half termly teacher assessments, peer assessment
- following up teacher concerns
- following up parental concerns
- tracking individual student progress over time
- liaison with primary colleges on transfer
- information from previous colleges
- information from other services

The SENDCo maintains a register of students identified through the procedures listed, where they are placed at SEND Support or EHCP. This register is reviewed termly. A detailed analysis of the register takes place annually. Students' needs are identified in detail on the register in order to facilitate student progress. For some students a more in depth individual assessment may be undertaken by the college, this may include:

- Neales
- WRAT5
- BPVRS
- NFER reading
- Boxall profile
- Dyslexia Screening

Class teachers, Heads of Department and Directors of Learning closely monitor the progress and attainment of all students, including those who have, or may have, SEND. The continuous monitoring of students during their time at New College Leicester will further identify students with a special educational needs. This identification may come from tutors, subject teachers, support colleagues, Heads of Year, outside agencies, parents/carers or the students themselves.

8.2 Consulting and involving students and parents

We will have early discussions with students and their parents when identifying whether we feel a student needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's SIMs events log. We will formally notify parents when it is decided that a student will be placed on the register on SEND support.

When a student has been identified as having SEND, as a college we need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Insisting upon full attendance and good punctuality
- Checking completion of homework
- Checking and signing planner
- Attending parents meetings
- Attending any meetings specifically arranged for your child

The college aims to work in partnership with parents and carers. We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform college of any difficulties they perceive their child may be having or other needs the child may have which need to be addressed
- instilling confidence that the college will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the college can help their child
- agreeing targets for the child

8.3 The graduated approach to SEN support – Assessing, Planning and reviewing students' progress towards outcomes

All students, including those with SEND, are assessed on a regular basis, in accordance with the College's Assessment Policy. Teachers formally assess and review progress and attainment 3 times a year which is communicated to parents/carers. Additionally, parents evenings are held where there is an opportunity to discuss progress, attainment and next steps. All students with a Health & Care Plan have an Annual Review. SEND students who are on the SEND register will also have a termly review with a member of the Inclusion Team. A copy of the review and new learning plan will be sent home to parents/carers

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- the teacher's assessment and experience of the student
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the student's own views
- advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Progress of the individual is the determining factor when considering the need for additional support. Adequate progress is that which:

- narrows the attainment gap between the student and their peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline
- equals or improves upon the student's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the student's behaviour

Supporting students moving between phases and preparing for adulthood

If your child is moving to another college we will:

- contact the SENDCo and ensure s/he knows about any special arrangements or support that needs to be made for your child
- make sure that all records about your child are passed on as soon as possible

If your child is transferring from Year 6 with a statement or EHC Plan we will:

- attend the annual review or a transfer review meeting
- organise transition sessions for your child to attend in the summer term

Where a student with a EHC Plan transfers to the college mid-term we will discuss this with you, the Special Education Service and any other relevant agencies. Transition review meetings will also be held in Year 9 and Year 11. We will invite outside agencies including College Health and Connexions to attend these meetings. In addition, we will ensure that all students with SEND receive advice and support to complete their UCAS on-line forms to apply for college and Post 16.

We will share information with the college, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Staff at New College Leicester work with the local primary schools and colleges in order to secure positive transitions between phases. Links are maintained with the following colleges:

- Inglehurst Junior School
- Parks Primary School
- Forest Lodge Primary School
- Braunstone Frith Primary School
- Stokes Wood Primary School
- Dovelands Primary School

Our approach to teaching students with SEND

In order to meet the learning needs of all students, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Teaching Assistants work across the college to support student's learning and progress. In class support is now deemed as integral to quality first teaching. Teaching staff demonstrate how they are utilising the additional support in order to show positive impact for students.

Where students are identified as having Special Educational Needs, the college provides for these additional needs in a variety of ways. We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. Our provision map records a graduated response to individual needs by identifying individual student intervention and provision, as well as allocating a financial cost to this provision.

The range of provision offered in New College Leicester includes:

- Small group withdrawal with Level 3 TA or HLTA (Higher Level Teaching Assistant)
- Individual class support/individual withdrawal – Level 2 TAs
- Further scaffolding of resources
- Homework club – KS3 and KS4
- Breakfast Club
- Provision of alternative learning materials/special equipment
- Group support – self-esteem, confidence, behaviour management
- Academic/pastoral Mentoring
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality first teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- Targeted homework which links to the curriculum being taught
- Extra-curricular activities linked to the curriculum for example STEM club, Drama club
- Wave 3 interventions in Faculty – Maths and Science
- Deployment of extra staff to work with the student

Adaptations to the curriculum and learning environment

At New College Leicester we provide highly personalised learning opportunities to meet the needs of all of our students. The Key Stage 3 pathways of nurture and personalised learning for our most needy students ensures we meet the needs of individual students and also focus on raising their aspirations. Likewise, at Key Stage 4 students follow a curriculum pathway designed to equip them with the appropriate qualifications for next steps. There are also an additional range of sports and leadership qualification opportunities available for all students.

At New College Leicester we will best endeavour to make appropriate adaptations to ensure all students' needs are met:

- Scaffolding our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- Use of readers and scribes for students who have the additional need and whose need is the 'normal way of working'.

Additional support for learning

Placement in class groups is dependent on assessment data. Students are grouped according to ability and are promoted to a higher group wherever possible. At Key Stage 4, students follow a curriculum pathway matched to their needs and to give them the best opportunity to achieve a range of appropriate qualifications. When students are approaching the start of Key Stage 4, if we feel it is needed, we will assess and apply for Exam Access Arrangements according to the Joint Council for Qualifications exam regulations

In Year 10 and 11 all student's receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Connexions to ensure relevant paperwork is completed for students with EHCP's.

We have a number of different level Teaching Assistants' within the college

- 3 TA's (1 level 4 and 2 level 3) who are trained to deliver interventions such as small group Numeracy, Science and Literacy in Key stage 3
- 2 level 3 Pastoral TA's that will support pupils on a 1:1 basis for pastoral and academic mentoring and in small groups for SEMH needs
- 9 level 2 TA's who support the teaching and learning of students across the curriculum and on a 1:1/small group withdrawal (planned with the class teacher)
- All TA's are trained to deliver 1:1 Boosting Reading and Writing Partnership
- 4 members of the inclusion team are trained to deliver Toe by Toe as appropriate
- 1 member of staff oversees the volunteer readers.

As a college we can access a range of services including;

- Visual and Hearing Impaired Team and Disability Team.
- Educational Psychology Service
- Learning Communication and Interaction Team
- Virtual School
- Leicester Partnership School

These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Mrs K Simpson (DoL/SENDCo) or discuss the issue at the next review/parents evening

8.4 Levels of support

School-based SEN provision - K

Students receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the students needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan - EHCP

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

Students at SEND support will have a personalised provision map showing any extra intervention they are receiving but may not necessarily have a formal review unless deemed appropriate. Reviews will take place formally, twice a year. There will also be an informal telephone conversation with parents/carers in order to maintain regular contact and to identify any issues or concerns.

For students with EHCP's, provision will meet the recommendations set out in their plan.

In order to ensure student progress, their plan will contain:

- Short-term targets
- Teaching strategies
- Provision made
- Views of students, parents/carers and any other person involved

- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- Actions from review

The individual plan will record the support which is different from, or additional to, the normal differentiated curriculum and will concentrate on three individual targets which closely match the student's needs. The plan will be discussed with the student and the parent. A paper copy will be posted to parents and carers for their records.

All staff are informed EHCP and/or SEND reviews have been completed and are informed of where they can find information relevant to that student. These can be found on the students individual SEND file as an attached document or on Class Charts.

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using student voice, 5 specific questions, as an integral part of the review process
- Monitoring by the DoL and SENDCo, Head of Faculty, Head of Department
- Using the provision map to measure progress
- Holding annual reviews for students with EHC plans

The local authority local offer

Local authorities (LA) are required to set out and publish a 'local offer' which will be available to parents/carers on the LA website.

This explains how the LA will work with parents, local colleges and colleges, as well as other services such as Health and Wellbeing Boards. This should encourage a more joined-up process when delivering services for children. It should also make the system less stressful for families by giving parents more information about the services and expertise available locally, and increasing their choice.

In terms of our college provision, the local offer also describes what additional or different provision colleges are able to make for children with SEND. At New College Leicester, we have identified the provisions and interventions we are able to offer our students with SEND and have outlined this in terms of the cost of specific interventions per student participant. ***Please see NCL website***

Leicester City Local Offer - Local Offer Leicester provides you with information and advice about special educational needs and disabilities (SEND). This information can support children and young people with SEND, aged 0-25, in Leicester.

9.Expertise and training of staff

New College Leicester work closely with a range of outside agencies and specialist services as appropriate. These include:

- Special Educational Services
- Educational Psychology Service
- Leicester Partnership School
- College Health including Hearing and Visual Impairments and College Medical Team
- CAMHS
- LSCB – Safeguarding
- Speech and Language including NHS Speech and Language Support
- Complex Learning and Communication and Interaction Team
- Children and Young People's Services
- Specialist Assessor for Access Arrangements
- Virtual School Team

If students require additional advice and support to make expected progress we will meet with parents and carers to agree a way forward. A plan will be agreed and outside agencies will be invited to the college to discuss next steps. A plan of action will be drawn up and regularly reviewed. Where a student requires Element 3 support funding or statutory assessment leading to an EHC plan we will call an assessment meeting.

At New College Leicester we have an Inclusion Team which is made up of the DoL for Inclusion, SENDCo, EAL Co Ordinator and 13 full time Teaching Assistants. Within this team we have staff who have a range of experience and training covering various SEND needs including the National SENDCo Qualification; NVQ Level 2 & 3 Supporting Learners in Colleges; Behaviour Support; Supporting students with ADHD; and Attachment Issues.

The Inclusion staff have expertise and qualifications in the following areas:

- Behaviour modification,
- Literacy and numeracy development,
- Testing and analysis
- Personalised learning for Literacy

Training is provided to all staff, including teachers and TA's, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the college follow an induction programme which includes training and information on SEND

As a college we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.

In order to maintain and develop the quality of our provision, staff undertake appropriate training as and when necessary. This is both in person and now online. There is a significant CPD menu for all staff to access

New College Leicester CPD Training for 2023/24 included:

The Effective Use of TA's in the classroom

- Teaching and Learning CPD weekly
- Staff Research Development and Learning Teams
- Stretch and Challenge for all students
- Behaviour for Learning
- Strategies to support SEND/EAL
- Adaptative Teaching
- Planning for Challenge
- Planning for Oracy
- Effective Questioning
- Catch up Strategies
- Understanding Data

Securing equipment and facilities

The provision for SEND is funded through the College's notional SEND Budget. In providing for students' needs, New College Leicester consistently spends above the amount delegated to its budget for SEND. Please see the college website and the SEND Spend 2021/22 impact for more information. However to ensure the inclusion of all students we, at times need to access support from external agencies in order to secure additional equipment and facilities for students with SEND. This could be the enlargement of texts for visually impaired students via the Visual Improvement team, through to applying to the local authority for additional funds through the Element 3 funding process for additional support above and beyond what we can cater for in college for example; off-site provision. The process for Element 3 funding is via an assess, plan, do and review process and providing evidence of a graduated response.

10. Links with external professional agencies

We aim to maintain useful contact with support services in Children and Young People's Services. If students require additional advice and support to make expected progress we will meet with Parents and Carers to agree a way forward. A plan will be agreed and outside agencies will be invited to the college to discuss next steps. A plan of action will be drawn up and regularly reviewed. Where a student requires Element 3 support funding or statutory assessment leading to an EHC plan we will call an assessment meeting. For students on SEND Support any one or more of the following agencies may be involved:

- Educational Psychology Service – EPS
- Specialist Teaching Service - CLCI
- Visual and Hearing Impairment Team – VI/HI
- Educational Welfare Service - EWO
- CAMHS (Children's and Adolescents Mental Health Service)
- Leicester Partnership College - LPS
- Children's Hospital College
- Looked After Children Service – Virtual School
- Speech and Language Therapy Service - SALT
- Connexions
- Community Health Service
- Family support and safeguarding
- School Nurse
- Education Welfare Officer
- General Practitioners or Paediatricians
- Social Services

11. Complaints about SEND provision

Complaints relating to the provision for students with SEND will be dealt with, in the first instance, by the DoI for Inclusion. If unresolved, the parent/carer will then be referred to the college's complaints policy. The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that any school/college has discriminated against their child. Parents/carers can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The lead governor for SEND, Mrs S Thistlethwaite may be involved if necessary. In the case of an unresolved complaint, the LA may be involved. The college's complaints procedure is available on the college's website.

12. Monitoring and evaluation arrangements

12.1 Evaluating the effectiveness of the policy

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
- Students progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents

12.2. Monitoring of the policy

The college considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the College Improvement Plan.

The SEND policy will be approved by the governing body every year.

13. Links with other policies and documents

This policy links to our policies on:

- Administration of Medicine Policy
- Behaviour Policy
- Teaching and Learning
- Equalities and Cohesion Policy
- The Local Offer
- Safeguarding/Child Protection Policy
- Attendance Policy
- Complaints Policy

Contact details of support services for parents of students with SEND

Contact details of support services for the parents of students with special educational needs and disabilities, including those for arrangements made in accordance with section 32.

SENDIASS Leicester – Confidential support for families

<http://www.sendiassleicester.org.uk/>

Autism Concern:

<http://www.autismconcern.org/>

Young Minds

<http://www.youngminds.org.uk/>

ADHD Solutions Leicester - ADHD Solutions aims to improve the life chances of people with Attention Deficit Hyperactivity Disorder (ADHD)

<https://mychoice.leicester.gov.uk/Services/1005/ADHD-Solutions-CIC>

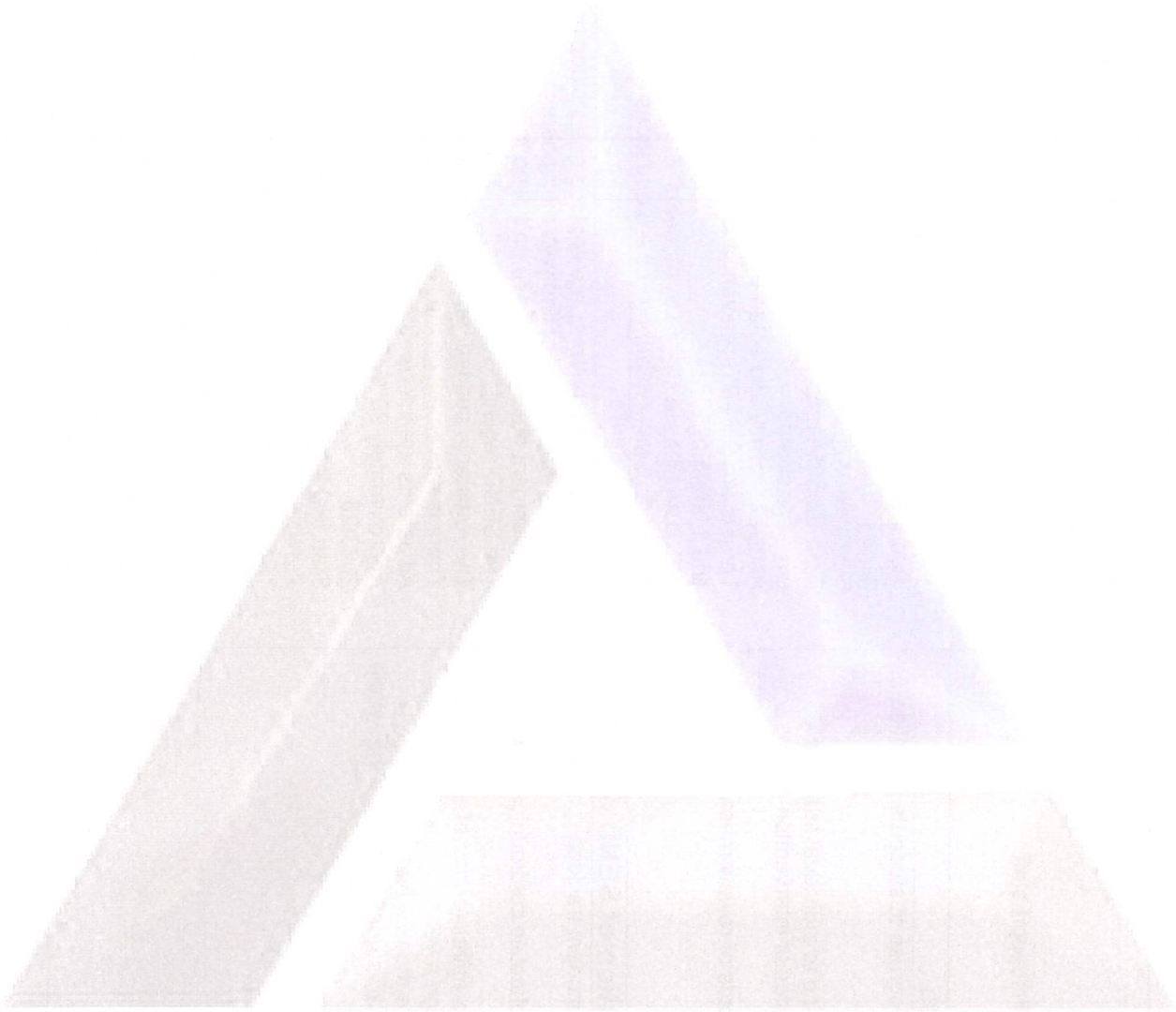
<http://families.leicester.gov.uk/local-offer/> Tel: 0116 454 4772

Contact details for raising concerns

In the first instance, please speak to your child's form tutor to raise your concerns. Further support can be obtained from your child's Head of Year. If you require information about Special Educational Needs please contact:

- Miss Dina Mayes – SENDCO – dmayes@newcollege.leicester.sch.uk
- Telephone – 0116 2318500

Author:	Miss Dina Mayes – SENDCo			
Review Date:	October 2025			
Signed:	<i>MSTwistlethwaite</i>	Chair of Governors: Sue Thistlethwaite	Date:	21/11/24
Signed:	<i>J Aldred</i>	Principal: James Aldred	Date:	03.10.2024



Monitoring	Evaluation
<p>Curriculum provision</p> <p>Scrutiny of planning Classroom observation Work sampling Teacher interviews Informal feedback from SEND staff/support staff Student interview</p>	<p>Planning shows scaffolding and specified and varied roles for support adults There is differentiation, and further differentiation, of learning opportunities in the classroom TA's are observed at least twice a year Work sampling/book checks shows curriculum continuity and progression in learning Teachers feel supported in meeting the needs of individual students Students with SEND are given suitable learning tasks to meet their needs Students can identify what and how they are learning</p>
<p>Individual student progress</p> <p>Scrutiny of whole college data –progress of students identified as having SEND Sampling individual student work Analysis of assessment data relating to individual students Scrutiny of student attainment grades of intervention groups Minutes of SEND reviews Student review meetings and records of review meetings Student interviews</p>	<p>Students with SEND make expected progress in comparison with other student groups – gaps are closing Samples of student work show progression over time – use of yellow box marking is good Data recording individual student progress is analysed termly and shows progression – gaps are closing Analysed termly and acted upon. Targets are SMART, relevant and reviewed regularly – 2 formal review meetings per year and 1 informal SEND targets are shared by students. Students are actively involved in annual reviews and SEND reviews – student voice – 5 questions now part of the SEND review process</p>
<p>Monitoring the implementation of SEND procedures</p> <p>Analysis of assessment data and student tracking Register analysis Analysis of systems for ensuring effective communication Sampling of SEND files Classroom observation relating to effectiveness of support staff and SEND staff are completed twice a year Work scrutiny and book checks are made x 5 per year Provision Maps are in place for all students and for the whole college – strategic overview</p>	<p>Student tracking systems are in place and include procedures for tracking students whose progress may be 'out of line with their peers' Assessment data is analysed and used to inform provision The SEND register is distributed to all staff and placed on the O drive The register is audited, analysed and any appropriate action taken There is movement on the register, both on and off the register as appropriate All parents are informed of their child's special educational needs and of individual targets Approximately 90% of parents contributed to both formal reviews during the academic year 2023/25 Staff feel they have sufficient information and support SEND files are up to date and accessible The DoL/SENDCo has regular meetings with the governor with responsibility for SEND – Mrs S Thistlethwaite Resources are used effectively Support staff have clear roles Support staff are effective in supporting student learning – gaps in learning are closing All SEND staff are observed and appraised and receive regular training according to need Analysis of provision menu shows a range of provision to meet individual needs Analysis of provision mapping shows appropriate actions to meet individual needs</p>