



# Monoux Special Educational Needs and Disability (SEND) Policy and Guidance 2025/26

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## **Vision and Commitment**

SGMC is committed to providing an inclusive, aspirational learning environment where all learners, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve positive outcomes. We place learners at the centre of decision-making and work proactively to remove barriers to learning through high-quality teaching, reasonable adjustments, and targeted specialist support.

### **1. Introduction**

#### **1.1 Definition**

This policy sets out the College's inclusive approach to identifying, supporting and enabling students with Special Educational Needs and/or Disabilities (SEND), including those with an Education, Health and Care Plan (EHCP), who transition from partner special schools, mainstream schools or other educational settings. Grounded in the SEND Code of Practice (0–25), the policy reflects the College's commitment to equity, high expectations and positive outcomes. The College will consider applications from students who require significant additional support.

#### **1.2 Aims**

SEND provision is central to removing barriers to learning so that students with SEND can access the curriculum, make progress and achieve positive outcomes.

This policy aims to:

- Deliver high-quality teaching and reasonable adjustments so students with SEND can access the curriculum and achieve.
- Build confidence, independence, self-advocacy and wellbeing.
- Identify needs early and use the Assess–Plan–Do–Review cycle (and EHCP Annual Reviews where applicable) to plan and review support.
- Ensure inclusive participation in all aspects of college life and promote progression to positive destinations.
- Work in partnership with students, parents/carers and external agencies, with clear accountability for staff and governors.

### **2. Scope**

This policy is intended to support students with Special Educational Needs and Disabilities (SEND), including those with Education, Health and Care Plans (EHCPs), who progress to the College regardless of their previous educational setting. It outlines how needs are identified, assessed and met across the College. This policy also includes dedicated sections on safeguarding and SEND, and on evaluating the impact of SEND provision in line with the updated Ofsted inspection approach and College self-evaluation.

### **3. Co-ordinating and managing provision**

#### **3.1 Key responsibilities and roles**

All roles outlined below contribute to the College's statutory duty to use its best endeavours to support students with SEND:

<b>Role</b>	<b>Key Responsibilities</b>
<b>Governor with Responsibility for SEND</b>	Raise awareness of SEND at governing level, monitor quality and impact through scrutiny and visits, support strategic development of SEND policy and provision with SLT.
<b>Principal &amp; Deputy Principal</b>	Overall accountability for SEND provision and student progress, ensure statutory compliance and appropriate resourcing.
<b>Director of Inclusion and Well-Being</b>	Lead day-to-day implementation of the SEND policy, oversee EHCP consultations and SEND reporting, provide strategic oversight of SEND and safeguarding alignment, contribute to High Needs funding and SEND budget oversight, ensure staff can access SEND information and systems.
<b>ALS Manager / SENDCo</b>	Coordinate SEND provision and deploy ALS resources, maintain SEND records and systems, lead termly reviews and EHCP Annual Reviews, liaise with safeguarding leads on information-sharing, lead relevant staff training, coordinate EAA-related processes and statutory paperwork where required.
<b>Pathway Leaders</b>	Monitor inclusive teaching and learning, track progress of students with SEND, work with ALS/SEND teams to embed inclusive practice across curriculum areas.
<b>Additional Learning Support (ALS) Team</b>	Deliver targeted in-class and specialist support, promote student independence. support implementation of One Page Profiles/ILPs, contribute to reviews and progress monitoring, work under the direction of the SENDCo and Director of Inclusion and Well-being.
<b>All Staff</b>	Stay informed about student needs using College systems, implement agreed strategies and reasonable adjustments, make timely referrals where concerns arise, share relevant information with colleagues to support consistent practice and review progress.  All staff will also be mindful that students with SEND may experience additional barriers to communication and disclosure and, will follow safeguarding procedures without delay where concerns arise.

#### **4. Special educational needs requirements – Identification, assessment and review of need**

SGMC identifies SEND as early as possible and reviews need and provision routinely. We use information from application and transition, staff observations, and student/parent voice to plan support through the Assess–Plan–Do–Review (APDR) cycle, with Annual Reviews for EHCP learners. The College follows a consistent process to identify, assess and review need:

- Pre-application (Admissions / ALS): Students and parents/carers can share SEND information at Open Days, Advice Evenings, Orientation events and during the interview cycle.
- Application (Admissions): Applicants complete SEND disclosure questions, Local Authorities may consult directly regarding prospective EHCP students.
- Interview/Enrolment (Curriculum / ALS): Students are asked to discuss any support requirements at interview, enrolment or SEND orientation days.
- Assessment (ALS / SENDCo): Needs are assessed using the information available, including interviews/orientation, screening where appropriate, and review of EHCPs and supporting evidence.

- Communication (ALS / SENDCo): Key information and documents are recorded and shared via ProMonitor (ALS tab). Staff are expected to check ProMonitor and implement agreed strategies and reasonable adjustments.
- In-year identification (All staff): Where needs are identified after enrolment, staff raise concerns through the agreed referral route so ALS can assess, update plans/adjustments and share information via college systems.
- Review (ALS / Curriculum): APDR is used termly for students receiving SEND support, with EHCP Annual Reviews held in line with statutory requirements. Teachers and support staff contribute evidence, progress updates and next steps.
- Partnership and co-production (Student / Parents/Carers / Staff): Students and parents/carers are involved in identifying needs, agreeing outcomes and reviewing impact. Communication is adapted to preferred methods and accessibility needs.

For referral routes, templates and operational guidance, see **Appendix A** and the **guidance notes**.

## **5. The range of SEND Support Available**

Students with SEND are supported across the four areas of need outlined in the SEND Code of Practice. Support includes high-quality teaching and reasonable adjustments for all, alongside targeted ALS and specialist input where needed. Detailed examples of support are set out in the **Guidance Notes** (Support Offer).

## **6. Process for Exam Access Arrangements (EAA)**

- Students with previous access arrangements are identified during application/interview/enrolment where possible, and supporting evidence (e.g., Form 8/9 and relevant documentation) is requested from the previous setting.
- Teachers refer students where access arrangements may be required, specifying the arrangements being requested.
- An appropriately qualified assessor reviews evidence and carries out assessment using approved assessment tools where required.
- Where criteria are met, the assessor applies for access arrangements through the relevant awarding body/JCQ process.
- Approved arrangements and the student's normal way of working are recorded and shared via ProMonitor.

See **Appendix B** for the operational process, evidence requirements, timelines and dependencies.

## **7. Allocation of Resources**

The College is committed to ensuring that resources allocated to students with Special Educational Needs and Disabilities (SEND) are deployed fairly, transparently, and effectively to maximise student access, participation, progress, independence, wellbeing, and positive post-16 outcomes.

Funding to support students with SEND is received through a combination of the College's core funding allocation from the Education and Skills Funding Agency (ESFA), High Needs Funding

(HNF), and additional top-up funding provided by Local Authorities for students with an Education, Health and Care Plan (EHCP). Funding levels are determined through statutory assessment processes, identified need, and ongoing consultation between the College and the relevant Local Authority.

Resources are allocated in response to assessed student need and may include, but are not limited to:

- In-class Learning Support Assistant (ALS) support
- Specialist interventions and targeted programmes
- Assistive technology and specialist equipment
- Exam Access Arrangements (EAA)
- Therapeutic or pastoral support
- Transition and preparation for adulthood support
- Safe spaces and supervised unstructured time where appropriate
- Staff training and specialist external advice

The College recognises that student needs may change over time and therefore resource allocation is subject to regular review to ensure support remains appropriate, proportionate, and outcome focused. Decisions regarding the deployment of SEND resources are informed by EHCP outcomes, professional recommendations, student voice, attendance, engagement, progress data, safeguarding considerations, and ongoing reviews led by the SEND team.

The Principal, Deputy Principal, SENDCo, Director of Inclusion and Well-Being and relevant senior leaders regularly monitor the effectiveness and impact of SEND provision and funding allocation to ensure that resources are being used efficiently and in the best interests of students. Governors receive regular updates regarding SEND provision, funding pressures, emerging needs, and the overall effectiveness of support arrangements as part of their strategic oversight responsibilities.

Where appropriate, the College will also work collaboratively with relevant Local Authority services, health professionals, social care teams, and external agencies to secure additional support, specialist input, or reasonable adjustments to enable students with SEND to access education successfully and safely.

Whilst the College remains committed to providing high-quality inclusive support for students with SEND, all provision is delivered within the resources reasonably available to the College and in line with statutory guidance, including the SEND Code of Practice (2015) and Equality Act 2010.

## **8. Safeguarding and SEND**

- Students with SEND may face increased safeguarding risks (barriers to communication and disclosure, increased vulnerability to bullying, exploitation and abuse, and misunderstanding of behaviour-related presentations).
- Staff should be vigilant to changes in presentation.
- The SEND and safeguarding teams (including DSL) will work closely to share relevant information and coordinate support.
- Staff training will cover safeguarding vulnerabilities for students with SEND.
- Staff will follow the College safeguarding procedures without delay where concerns arise.

## **9. Evaluating Success**

The College monitors the impact of SEND provision through the following measures:

- Quality of provision: Monitoring of teaching and learning strategies and College inclusion meetings.
- Student outcomes and progress: Tracking data and test results, attendance, retention and destinations.
- Assurance and self-evaluation: Self Evaluation and Self-Assessment reports, College Development Plan and SLT audits of EHCP learners.
- Voice and experience: Learner voice, wellbeing and parent/carer feedback.
- External scrutiny and reporting: Annual report to External Relations committee, EDI report, visits from LA and OFSTED inspections.

## **10. Partnerships Within and Beyond the College**

### **10.1 Partnerships with parents/carers**

Effective partnership with parents/carers supports early identification, consistent support and successful outcomes for SEND learners. The College will:

- Provide clear information about progress, strengths and next steps.
- Invite parents/carers to parent evenings, termly reviews (where applicable) and EHCP Annual Reviews.
- Share reports twice a year and offer additional meetings where needed.
- Use accessible communication methods and make reasonable adjustments where required.

### **10.2 Links with other Agencies**

The College works with external agencies to support assessment, planning, funding and positive outcomes for learners with SEND. This is done via:

- Collaborative work with Waltham Forest council and other Local Authorities to support EHCP consultations, placements and High Needs funding/top up arrangements.
- Strong links with secondary schools to support effective transition into post-16 education.
- Drawing on external professional expertise.
- Signposting students and families to relevant Local Authority services where appropriate.

## **11. Student Voice, Engagement and Progression**

SEND planning will support preparation for adulthood and progression, aligned to student aspirations and outcomes. The College will:

- Involve students with SEND in decisions about their learning, support and progression from the outset.

- Make participation accessible by adapting communication and providing reasonable adjustments, so students can express views confidently and meaningfully.
- Support informed choices about next steps, including progression to further/higher education, apprenticeships/employment, independent living and community participation.
- Gather student voice through a range of activities e.g. surveys, tutorials and 1:1 discussion with relevant staff, and use this to inform planning and improvement.
- Use student voice to inform termly reviews and, where applicable, EHCP Annual Reviews, ensuring actions and outcomes are clearly recorded.

See **Appendix D** for further detail.

## **12. Staff Capability and Learner Progression**

The College builds staff capability to deliver inclusive practice and plans progression to ensure students with SEND are supported to achieve and move successfully through and beyond the College

### **12.1 Staff development and professional expectations**

Staff are required to:

- Commit to SEND CPD and engage with relevant training.
- Attend induction which covers how to access ProMonitor and referral routes.

See **Appendix C** for Staff Development and Performance Management

### **12.2 Progression within the college**

Careful preparation is made with the students and staff concerned to enable students with SEND to progress or transfer within the College.

- Meetings are arranged between the relevant staff.
- Records and individual programmes are passed on and explained to the new staff.

## **13. Responsibility of the Policy**

### **13.1 Responsibility of the College as a Whole**

- Provision for students with SEND is a responsibility of the College as a whole. All teaching and support staff are accountable for ensuring students with SEND receive their entitlement to support and can access education effectively.
- The College will use best endeavours to identify needs early and provide appropriate provision, make reasonable adjustments under the Equality Act 2010, implement the approach (Assess–Plan–Do–Review) and EHCP Annual Reviews, involve parents/carers and students, publish and maintain the SEND Information Report and ensure high-quality teaching is the first response to need.

Further detail on statutory duties and how they are implemented in practice is set out in the **Guidance Document** (Statutory duties and compliance detail).

#### **14. The Legal Responsibility of the Governing Body**

The Governing Body is responsible for ensuring that the College fulfils its statutory duties in relation to Special Educational Needs and Disabilities (SEND). Governors do not deliver SEND provision directly, their role is to ensure that appropriate systems, leadership, and resources are in place, and that the College is compliant, effective, and accountable.

##### Statutory Responsibilities

In accordance with the Children and Families Act 2014, Equality Act 2010, Special Educational Needs and Disability Regulations 2014, and the SEND Code of Practice, the Governing Body will ensure that:

- The College uses its best endeavours to secure the special educational provision required by students with SEND (Children and Families Act 2014, Section 66)
- Students with SEND can access education alongside their peers in a mainstream setting where appropriate (Children and Families Act 2014, Section 33)
- A suitably qualified SENDCo is appointed and SEND provision is effectively coordinated (SEND Code of Practice, Section 6.84)
- The College complies with its duty to implement and review Education, Health and Care Plans (EHCPs), including participation in Annual Reviews (Children and Families Act 2014, Section 42; SEND Regulations 2014, Regulation 20)
- A SEND Information Report is published and kept up to date, detailing provision and support arrangements (SEND Regulations 2014, Regulation 51 and Schedule 1)

The College meets its duties under the Equality Act 2010 by:

- Making reasonable adjustments (Sections 20–21)
- Providing auxiliary aids and services
- Maintaining an Accessibility Plan (Schedule 10)
- The College has regard to the SEND Code of Practice in all aspects of SEND provision (Children and Families Act 2014, Section 77)

##### Strategic Oversight and Accountability

The Governing Body will:

- Ensure SEND provision is effective, inclusive, and aligned to statutory requirements
- Hold senior leaders to account for the quality and impact of SEND provision
- Monitor student outcomes, progress, attendance and destinations for students with SEND
- Ensure appropriate staffing, training, and resources are in place
- Appoint a link governor for SEND to maintain oversight and report to the Governing Body
- Ensure the College works effectively with Local Authorities, parents/carers, and external agencies

#### 14.A Key SEND and College Terminology

<b>Term</b>	<b>Meaning</b>
Additional Learning Support (ALS)	Specialist support provided to enable students with SEND to access learning, develop independence and achieve positive outcomes.
Assess, Plan, Do, Review (APDR)	The graduated approach outlined in the SEND Code of Practice used to identify needs, implement support and evaluate the effectiveness of support.
Education, Health and Care Plan (EHCP)	A legally binding document issued by a Local Authority that sets out a young person's special educational needs, outcomes and required provision.
Exam Access Arrangements (EAA)	Reasonable adjustments approved under JCQ regulations to ensure students with disabilities or learning difficulties can access examinations fairly.
Graduation Point Meetings	Structured progress review meetings used to monitor student engagement, attendance, progress and support needs, ensuring timely intervention where concerns are identified.
Hidden Disability ID Card	A discreet identification card that enables students with non-visible disabilities or additional needs to communicate support requirements and access agreed reasonable adjustments.
High Needs Funding (HNF)	Additional funding provided to support students with complex SEND needs, often linked to an EHCP.
One Page Profile	A concise student-centred document summarising a learner's strengths, needs, aspirations, preferred learning strategies and support requirements to help staff provide consistent and effective support.
ProMonitor	The College's learner management system used to record and share key information relating to attendance, progress, SEND support, safeguarding concerns and learner interventions.
Ready-Reset	A supportive intervention designed to help students regulate emotions, reflect on challenges and re-engage positively with learning following periods of difficulty or dysregulation.
Reasonable Adjustments	Changes to policies, practices, teaching approaches or environments that enable students with disabilities to access education on an equal basis with their peers in accordance with the Equality Act 2010.
Referral Route	The agreed College process through which staff raise concerns regarding a student's learning, wellbeing, safeguarding or SEND needs so that appropriate assessment and support can be arranged.
Student Voice	The views, experiences and feedback of students which inform support planning, review processes and service improvement.

<b>Term</b>	<b>Meaning</b>
Talent Lab	The College's enrichment and personal development programme, providing opportunities for students to develop confidence, leadership skills, wellbeing, employability skills and wider participation beyond the classroom.
Time-Out Card	A reasonable adjustment that allows eligible students to temporarily leave a learning environment when required to manage anxiety, emotional regulation or other SEND-related needs in line with agreed support plans.
Transition	The process of supporting a learner moving into, through and beyond the College, including progression to further study, higher education, apprenticeships, employment or independent living.

### Access

All staff and students have access to copies of the policy via the College's Virtual Learning Environment and website.

### **15. Legislation and Definitions**

This policy and information report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, the Equality Act (2010) and the Children and Families Act (2014). The College will keep this policy under review to reflect statutory guidance updates, including updates to the SEND Code of Practice (0–25), KCSIE and relevant inspection frameworks.

A young person has SEND if they have a significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

There are four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and Physical Needs.

Other factors may influence a student's progress and necessitate additional support, but do not necessarily mean that the student has a special educational need. These include, for example, a period of ill-health, complex family circumstances (e.g., being a young carer) or having English as an Additional Language. For these students, alternative policies, such as our Fitness to Study Policy (contained in the Safeguarding Policy) or Literacy Strategy are likely to be the most appropriate policies to consider.

### **16. Person Responsible for the SEND Policy**

Overall implementation of the policy is the responsibility of the Director of Inclusion and Wellbeing.

## Guidance Document (Operational detail under the SEND Policy)

This section provides operational guidance to support the implementation of the SEND Policy. The main policy sets out what the College must do in relation to its statutory and strategic responsibilities for SEND. These guidance notes explain how those responsibilities are implemented in practice. Where there is any inconsistency, the main SEND Policy takes precedence.

### Guidance: Support Offer (examples of support available)

Area of Need	Examples of Support Available
Communication and Interaction	Additional 1:1 support in and outside of class with a member of the Learning Support team; small group support, modified materials (e.g., visual presentations or word-to-symbol resources), specialist communication aids or adaptations, support navigating the college environment where required, inclusive social groups and clubs.
Cognition and Learning	Additional academic support through 1:1 or small group intervention, bespoke sessions with a dyslexia/literacy tutor, additional tutoring, assistive technology (e.g., reader pens), adapted learning materials, exam access arrangements, reasonable adjustments to academic processes where appropriate (e.g., ITSP, Graduation Point meetings, Ready-Reset or structured academic guidance).
Social, Emotional and Mental Health (SEMH)	Additional pastoral support, mental health and wellbeing specialist support, counselling or therapeutic intervention, regular Information, Advice and Guidance (including daily check-ins where appropriate), Time-Out cards and Hidden Disability ID cards; enrichment/Talent Lab referral programmes to support emotional regulation, inclusive clubs and social opportunities, reasonable adjustments to behaviour and engagement processes where appropriate.
Sensory and/or Physical Needs	Accessibility adjustments including lift access, specialist aids, adaptations, or assistive devices, support moving around the building, including chaperoning where required, reasonable adjustments under the Equality Act 2010 across teaching, assessment, enrichment, work experience, and educational visits.

### Guidance: Statutory duties and compliance detail

This section provides the detail that sits under the policy summary in Section 14 (Responsibility of the Policy). It is included here to keep the main policy concise while ensuring staff and governors can access the full statutory context if needed.

In line with the SEND Code of Practice (0–25), the College will ensure that the following statutory duties are fulfilled

**Use of Best Endeavours (Section 6.2 SEND Code of Practice)** The College will use its best endeavours to ensure that students with SEND receive the support they require. This means taking all reasonable steps to identify needs early and put in place appropriate provision.

**Inclusive Practice (Section 6.8 SEND Code of Practice)** The College will ensure that students with SEND are able to access and participate in all aspects of college life, including teaching, enrichment and wider activities, alongside their peers, where this is compatible with their needs and the efficient education of others.

**SEND Coordination (Section 6.84 SEND Code of Practice)** The College will designate a qualified SENDCo, who is responsible for coordinating SEND provision, maintaining oversight of student needs, and ensuring compliance with statutory requirements.

**Graduated Approach – Assess, Plan, Do, Review (Sections 6.44–6.56 SEND Code of Practice)** The College will implement a graduated approach to SEND support, involving:

- Assessing student needs
- Planning appropriate provision
- Delivering support
- Reviewing impact regularly
- All staff contribute to this cycle

**Engagement with Parents/Carers (Section 6.64 SEND Code of Practice)** The College will ensure that parents/carers are informed when special educational provision is being made and are involved in discussions about support, progress and outcomes.

**SEND Information Report (Schedule 1, SEND Regulations 2014)** The College will publish and maintain a SEND Information Report, detailing provision available; arrangements for identifying and supporting students; how students and parents/carers are involved; and accessibility arrangements.

**High Quality Teaching (Section 6.37 SEND Code of Practice)** All teachers are responsible and accountable for the progress and development of students with SEND. High-quality teaching, differentiated for individual students, is the first step in responding to SEND.

**Equality Act 2010 Duties** In addition to SEND Code of Practice requirements, the College will fulfil its duties under the Equality Act 2010 by:

- Making reasonable adjustments to policies, practices and environments
- Providing auxiliary aids and services where required
- Ensuring students with disabilities are not placed at a substantial disadvantage
- Promoting equality of opportunity and access

## 17. References

- SEND Code of Practice (0–25)
- Keeping Children Safe in Education (2025)
- JCQ: Access Arrangements and Reasonable Adjustments
- The Equality Act (2010)
- The Children and Families Act (2014)

## Appendices

### Appendix Mapping Table

The table below shows where each guidance appendix links directly to the main policy.

Guidance Appendix	Linked Policy Section	Purpose of Guidance
Appendix A - Assess, Plan, Do, Review (APDR)	Section 4 - Identification, Assessment and Review of Need	Explains how the College assesses need, plans provision, delivers support and reviews impact.
Appendix B - Exam Access Arrangements (EAA)	Section 6 - Process for Exam Access Arrangements	Explains the operational process for identifying, assessing, and applying for access arrangements.
Appendix C - Staff Development and Performance Management	Section 12 - Staff Development and Performance Management	Explains how staff training, CPD and professional expectations support SEND provision.
Appendix D - Preparation for Adulthood and Progression	Section 11 - Student Voice, Engagement and Progression	Explains how SEND planning supports student voice, progression, and preparation for adulthood.

#### Appendix A - Assess, Plan, Do, Review (APDR)

Linked to Policy Section 4: Special Educational Needs Requirements - Identification, Assessment and Review of Need

The College uses the Assess, Plan, Do, Review cycle to ensure SEND support is structured, responsive and regularly evaluated. This process supports students with EHCPs and students receiving additional SEND support.

Stage	Operational Guidance
Assess	Review available information including prior attainment, application details, EHCP documentation, screening information, staff observations, student voice, and parent/carer input.
Plan	Agree support strategies, reasonable adjustments and intended outcomes. Record key information on ProMonitor and ensure relevant staff can access it.
Do	Teaching staff implement agreed strategies as part of high-quality teaching. ALS staff provide targeted support where appropriate and promote student independence.

Review	Progress and impact are reviewed termly. Provision is adjusted where required. Students with EHCPs receive Annual Review meetings in line with statutory expectations.
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Records of provision, progress and review outcomes should be concise, accurate, target-linked and recorded on college systems. Review activity should include student voice wherever possible and should inform next steps in provision.

## The 'Assess, Plan, Do, Review' Cycle

Reviewing Progress for Students with SEND Needs



### Appendix B - Exam Access Arrangements (EAA)

Linked to Policy Section 6: Process for Exam Access Arrangements

The College is committed to ensuring that eligible students receive appropriate access arrangements in line with current JCQ guidance and awarding body regulations. Access arrangements are not automatically carried forward from previous settings; evidence must be held and arrangements must reflect the student's normal way of working.

Operational process:

1. Students with previous access arrangements are identified during application, interview or enrolment wherever possible.
2. Supporting documentation, such as Form 8/Form 9 or relevant evidence, is requested from the previous setting.
3. Teachers may refer students for assessment where they identify that access arrangements may be required.
4. The student is assessed by an appropriately qualified assessor using relevant assessment tools and evidence.
5. Where criteria are met, the assessor applies for arrangements through the appropriate awarding body/JCQ process.
6. Approved arrangements and related normal-way-of-working information are shared with relevant staff through college systems.

The College's ability to assess, apply for and implement access arrangements depends on:

- Timely receipt of evidence from previous schools or settings.
- Students attending assessment appointments and engaging with trial use of arrangements.
- Students and parents/carers declaring needs at application, orientation, enrolment or wellbeing discussions.
- Availability of specialist or medical evidence where required.
- JCQ deadlines, exam-room requirements and invigilation capacity.

Where arrangements cannot be secured due to factors outside the College's control, the College will explain the reasons to the student and parent/carer and consider alternative reasonable adjustments in teaching, learning and internal assessment wherever possible.

### **Appendix C - Staff Development and Performance Management**

Linked to Policy Section 12: Staff Development and Performance Management

The College will support staff to develop the knowledge and confidence required to meet the needs of students with SEND. Training and development will be responsive to student need, statutory expectations and College priorities.

Area	Guidance
Core SEND Training	Regular SEND training will be provided for teachers, support assistants, and relevant staff. This may include neurodiversity, dyslexia, trauma-informed practice, and inclusive classroom strategies.
EAA and Assessment Practice	Annual updates will be provided on JCQ access arrangements and inclusive assessment practices where relevant to staff roles.
Safeguarding and SEND	Training will include SEND-related safeguarding vulnerabilities and processes for reporting concerns.
New Staff Induction	New teaching and support staff will be introduced to SEND procedures, referral routes, and College systems.

Professional Development	Staff may access 1:1 support, appraisal-linked CPD, Local Authority training, INSET, and guidance from specialist staff such as the Dyslexia Specialist and Learning Support Coordinator.
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All staff are expected to engage with relevant SEND training, keep themselves informed of appropriate documentation and apply agreed strategies consistently in practice.

#### **Appendix D - Preparation for Adulthood and Progression**

Linked to Policy Section 11: Student Voice, Engagement and Progression

SEND planning will support preparation for adulthood and will be aligned to student aspirations, EHCP outcomes where applicable, and wider progression planning.

Guidance and support will focus on:

- **Progression to further or higher education.**
- **Apprenticeships, employment and supported employment opportunities.**
- **Independent living and self-advocacy skills.**
- **Community participation and wider personal development.**

Students with SEND will be supported to contribute to decisions about their support and progression. Their views will be gathered through termly and annual reviews, student voice activities, Guidance Adviser one-to-ones, tutorials, Personal Education Plan reviews where applicable, and relevant professional network meetings.