

**SEND Policy 2025**

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# 1.0 Approval

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| --- | --- |
| Author: | Lisa Eaton – Director of Safeguarding, Student Experience & Inclusion |
| Owner: | Lisa Eaton – Director of Safeguarding, Student Experience & Inclusion |
| Reviewer(s): |  |
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# 2.0 Amendment History

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| --- | --- | --- | --- |
| Version | Amendments | Approver | Date |
| 1.0 |  |  |  |
| 2.0 | Review and update of existing SEND policy, Assessment Policy and Medical Policy, streamlining processes and merging them into a single, unified policy. |  |  |
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# 3.0 Abbreviations & Definitions

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| --- | --- |
| Term | Definition |
| SEND | Special Educational Needs and Disabilities |
| DfE | Department for Education |
| UDL | Universal Design for Learning |
| HNF | High Needs Funding |
| ALS | Additional Learning Support |
| EHCP | Educational Health Care Plan |
| SEMH | Social, Emotional and Mental Health |
| CPD | Continuous Professional Development |
| JCQ | Joint Council for Qualifications  |
| SMART | Specific, Measurable, Achievable, Relevant (or Realistic) and Timebound |
| PfA | Preparing for Adulthood |
| SARs | Self Assessment Reports |
| QIPs | Quality Improvement Plans |
| LA | Local Authority |
| GDPR | General Data Protection Regulation |
| EIA | Equality Impact Assessments |
| SENDCO | Special Educational Needs and Disabilities Coordinator |
| ESOL | English for Speakers of Other Languages |
| FE | Further Education |
| EAA | Exam Access Arrangements |
| KCSIE | Keeping Children Safe in Education  |

# 4.0 Purpose

Kirklees College is committed to meeting its statutory duties to support students with Special Educational Needs and Disabilities (SEND). We aim to provide an inclusive, safe and aspirational learning environment where every student can achieve their full potential and make successful transitions into adulthood.

We ensure that students with SEND have equitable access to:

* High-quality teaching (Quality First Teaching)
* Personalised learning and support
* The full life of the College, including enrichment and wider experiences

We adopt a whole-college approach in which all staff share responsibility for enabling the success of students with SEND, in line with the principle that *all teachers are teachers of SEND*.

This policy has been developed in accordance with:

* Children and Families Act 2014 (Sections 19, 32, 42–44, 69)
* Special Educational Needs and Disability Regulations 2014
* SEND Code of Practice: 0–25 years (2015, updated guidance where applicable)
* Equality Act 2010 (including Public Sector Equality Duty and Reasonable Adjustments duty)
* SEND and Alternative Provision Improvement Plan (DfE, 2023)
* Keeping Children Safe in Education (DfE, 2025)
* Education Inspection Framework (Ofsted, 2024)
* Schedule 10 of the Equality Act 2010 (Accessibility Planning)

# 5.0 Applications & Scope

**Applicability**

This policy applies to:

* All Kirklees College students and apprentices with SEND
* Parents/carers and advocates
* All teaching, support and administrative staff
* Governors and members of the Governing Body
* Subcontracted providers working on behalf of Kirklees College

**Our Approach**

* High-quality teaching, learning and assessment are the first steps in meeting SEND needs (Quality First Teaching).
* Learning support supplements, not replaces teaching.
* All employees have a duty to make reasonable adjustments for students with SEND.
* Provision is person-centred, outcomes-focused, and co-produced with students and, where appropriate, families and external agencies.

# 6.0 Intent

Kirklees College is committed to:

* Promoting a culture of high expectations, inclusion and aspiration for all students with SEND.
* Identifying and meeting individual needs through early assessment, timely intervention, and flexible pathways.
* Embedding a person-centred, outcomes-focused approach that actively involves students in planning and decision-making.
* Ensuring staff are trained, confident and accountable in delivering inclusive, Quality First Teaching.
* Supporting students to develop knowledge, skills, independence and resilience for adult life.
* Embedding Universal Design for Learning (UDL) principles in curriculum planning.
* Maximising effective use of High Needs Funding (HNF), Additional Learning Support (ALS), and other resources.
* Working in partnership with parents, carers, and external professionals to co-produce support.
* Enabling students to access all aspects of college life and progress to meaningful destinations.
* Fulfilling Public Sector Equality Duties and addressing barriers for underrepresented groups.

# 7.0 Implementation

**1. Identification and Transition**

* The College works with local authorities, schools and families to support smooth, timely transitions, ideally starting in Year 9 or earlier.
* Early notification, assessments, and transition reviews (Years 10–13) inform curriculum planning and reasonable adjustments.
* EHCP students are consulted on an individual basis to assess suitability of provision and agree support.
* Following consultation from the local authority, the College will respond within 15 days to confirm whether it can meet the needs identified in the EHCP. As part of this process, the student will be invited for assessment to ensure suitability of provision and inform transition planning.
* Students can only formally enrol on a course once the College has agreed it can meet the needs identified.

**2. Inclusive Learning Support and Provision**

* All students, regardless of diagnosis, can access support through the Graduated Response model.
* An Inclusion Plan is created within 10 working days of assessment, setting out provision, Quality First Teaching strategies and targets.
* Support is reviewed at least termly, co-produced with the student and, where appropriate, parents/carers.
* Provision may include:
	+ Assistive technology and digital tools
	+ In-class support and scaffolding
	+ Sensory spaces and therapeutic interventions (e.g. Lego Therapy)
	+ Access to external services (e.g. Educational Psychology, Speech & Language Therapy)
	+ Enhanced SEMH and neurodiversity support

**3. Quality First Teaching (QFT)**

* Teachers make evidence-based reasonable adjustments, embedding inclusive practice in planning, delivery and assessment.
* SEND is integrated into curriculum design, using universal strategies such as chunking, visual supports, and differentiated outcomes.
* Inclusive teaching audits and CPD support consistency and improvement.

**4. Access Arrangement for Assessments (Appendix B)**

* Where a student has a substantial disadvantage in an assessment situation, they may be eligible for reasonable adjustments in line with the Equality Act 2010 and Joint Council for Qualifications (JCQ) regulations.
* Access arrangements from school do not automatically transfer to college. Students may need to be re-assessed by the College to determine eligibility and to make a new application.
* Students are strongly encouraged to request a copy of their Form 8/9 (the evidence form submitted by schools to JCQ) from their previous education provider and supply it to the College.
* Providing the Form 8/9 enables the Inclusive Learning Team to gain a clear understanding of the student’s history of need and can significantly speed up the application process for new access arrangements.

**5. Statutory EHCP Duties**

* All annual reviews meet statutory timescales.
* SMART outcomes are co-produced with students and measured across the curriculum, including Preparing for Adulthood (PfA) domains.
* Each EHCP student has a named SEND keyworker and participates in termly progress reviews.

**6. Data, Monitoring and Impact**

* SEND progress and destination data is tracked across departments to inform self-assessment and improvement.
* SEND is explicitly referenced in Self-Assessment Reports (SARs), Quality Improvement Plans (QIPs) and Equality Reports.
* Impact is evaluated through:
	+ Student voice
	+ Achievement, retention, attendance, behaviour and progression data
	+ Complaints and compliments analysis

**7. Legislative Compliance and Best Practice**

* Accessibility Plan reviewed annually and published (Equality Act Schedule 10).
* Annual SEND Information Report meets Section 69 of the Children and Families Act.
* Compliance with Local Offer through partnership with Kirklees LA and other authorities.
* Preparation for national SEND standardisation (DfE Improvement Plan 2023)
* Participation in local SEND improvement partnerships, peer reviews, and LA strategic boards.
* In line with GDPR, the College securely retains confidential electronic information (e.g. EHCPs, Form 8/9, diagnostic reports) for up to five years after a student leaves. Students may request earlier removal by contacting the Inclusive Learning Team.

**8.0** **Monitoring**

The effectiveness of this policy will be measured through:

* Quality Assurance activity.
* Review of student support records and Inclusion Plans.
* Student and parent/carer feedback.
* Compliments and complaints analysis.
* Self-assessment (SAR) and Quality Improvement Plan (QIP) outcomes.
* Retention, pass and achievement rates for SEND students.
* Positive destination data, including progression into work, further study, or independent living.

**Review Cycle**

* The policy will be reviewed annually or sooner if there are significant national or local changes.
* The Governing Body will receive an annual SEND report, including progress against statutory duties and Equality Act requirements.
* Equality Impact Assessments (EIA) will be conducted as part of the review process.

# 10. Records

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Record Title** | **Ref No** | **Retained By** | **Owner** | **Stored (Location)** | **Period** |
| Send Policy |  | Director of Safeguarding, Student Experience & Inclusion | Lisa Eaton - Director of Safeguarding, Student Experience & Inclusion |  | Annual review |

# 11. Equality

**All Kirklees College Policies are subject to screening for Equality Impact Assessment**

Equality Impact Assessments are carried out to see whether the document has, or is likely to have, a negative impact on grounds of: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage or civil partnership, sex or sexual orientation.

We not only fulfil our legal position in relation to current and future equality legislation, but additionally go beyond compliance in providing and promoting opportunities for all to succeed, free from any aspect of discrimination, harassment or victimisation.

You have a duty of care to look after the interests of and support your colleagues. This document takes account of our commitment to eliminating discrimination, identifying and removing barriers and providing equal opportunities for our learners, staff and visitors to ensure that no one feels excluded or disadvantaged.

**Appendix A: Roles and Responsibilities**

**Governing Body**

The Governing Body holds strategic responsibility for ensuring that Kirklees College meets its statutory duties under the Children and Families Act 2014, SEND Regulations 2014, and the Equality Act 2010.

The Governing Body will:

* Appoint a SEND Link Governor to monitor provision, challenge practice, and champion inclusion.
* Ensure all staff interact appropriately and inclusively with students who have SEND, and that the College workforce has the skills to meet diverse needs.
* Approve and annually review the SEND Policy, ensuring alignment with legal requirements and local needs.
* Monitor compliance with statutory duties, including the Accessibility Plan (Equality Act, Schedule 10) and SEND Information Report.
* Ensure adequate resources are in place to fulfil the College’s SEND responsibilities.
* Monitor the volume, quality, and impact of SEND provision as part of self-assessment and quality assurance.

**Vice Principal – Quality & Curriculum**

* Provides strategic leadership for all SEND-related matters.
* Ensures SEND provision is embedded in curriculum planning and quality processes.

**Directors of Curriculum and Inclusion**

* Keeps the Senior Management Team up to date and knowledgeable about SEND provision.
* Ensures SEND provision is an integral part of the College’s Self-Assessment Report (SAR).
* Monitors the quality of SEND provision and addresses concerns promptly.
* Ensures the College’s SEND curriculum offer is included in marketing materials and the Local Offer.
* Delivers staff training on the Equality Act 2010 and SEND responsibilities.
* Oversees data analysis for inclusion monitoring.

**Head of Inclusive Learning**

* Implements this policy effectively across the College.
* Manages systems for identifying needs, recording provision, and tracking outcomes.
* Ensures compliance with funding body rules for evidence of assessment and support delivery.
* Works with schools, LAs, and other relevant providers to ensure smooth transitions.
* Oversees processes for Exam Access Arrangements.
* Ensures statutory EHCP duties are met in full.

**Heads of Department (curriculum)**

* Develop curricula that meet the needs of students, including those with SEND.
* Allocate resources for reasonable adjustments and Quality First Teaching.
* Monitor SEND students’ progress and quality of provision within their area.
* Integrate SEND provision into departmental self-assessment and improvement planning.

**Curriculum Delivery Staff**

* Implement Quality First Teaching and reasonable adjustments for students with SEND.
* Collaborate with the Inclusive Learning Team to set and review SMART targets for EHCP students.
* Involve Inclusive Learning support staff in lesson planning and ensure clarity of their role in the classroom.
* Notify the SENDCO promptly of concerns relating to attendance, progress, or achievement.
* Ensure Inclusive Learning team attendance at key student meetings (e.g. suitability boards, progress reviews, behaviour panels).
* Take part in CPD to maintain inclusive teaching skills.
* Make timely communication to students and parents/carers about changes to timetables or provision.
* Plan trips and visits in consultation with Inclusive Learning and Health & Safety teams to ensure inclusion and safety.
* Follow College safeguarding, health and safety, and attendance procedures for students with SEND.

**Inclusive Learning Team**

* Complete robust initial assessments and create Inclusion Plans.
* Support curriculum staff to embed assistive technology and inclusive strategies before deploying human support (unless EHCP states otherwise).
* Monitor and review EHCP targets in collaboration with teaching staff.
* Model and reinforce inclusive behaviour expectations, ensuring a restorative, anti-racist and trauma-aware approach.
* Collect evidence for exam access arrangements and support applications.
* Monitor attendance, progress, and support quality for allocated students.
* Maintain up-to-date knowledge through regular CPD.

**Apprenticeship Team**

* Encourage apprentices to disclose support needs and provide evidence where possible.
* Arrange assessments and liaise with the Inclusive Learning team to complete an Inclusion Plan within 10 working days of disclosure.
* Signpost students to Access to Work funding where workplace support is required.
* Conduct termly reviews of support effectiveness.
* Refer students to the Inclusive Learning Team if difficulties arise after programme start.
* Maintain confidentiality, sharing information with employers only with the apprentice’s consent.

**Adult Learning Staff (including ESOL)**

* Follow the same graduated approach as for young people (FE students).
* Encourage disclosure and evidence submission at enrolment.
* Arrange assessments within 10 working days of disclosure.
* Support termly reviews of support.
* Refer students experiencing difficulties to the Inclusive Learning Team.

**Subcontracted Providers**

* Identify additional needs at enrolment and during programme delivery.
* Provide interventions to ensure students with SEND can achieve in line with peers.
* Work with Kirklees College Inclusive Learning Team to conduct annual EHCP reviews.
* Refer students to Kirklees Inclusive Learning Team if needs exceed subcontractor provision.
* Share progress and achievement data regularly through due diligence processes.

**Appendix B: Access Arrangements for Assessments**

*(Aligned with JCQ Access Arrangements and Reasonable Adjustments guidance, 2025/26)*

**1. Introduction**

The College is committed to ensuring that students and apprentices with Special Educational Needs and/or Disabilities (SEND) can access examinations and assessments through reasonable adjustments, in line with:

* Equality Act 2010
* SEND Code of Practice (2015)
* JCQ Access Arrangements and Reasonable Adjustments Regulations

Adjustments must:

* Be supported by appropriate evidence as required by the awarding body.
* Reflect the student’s normal way of working.
* Not give an unfair advantage.

The Head of Inclusive Learning is responsible for ensuring robust processes for identifying, assessing, and implementing Exam Access Arrangements (EAA).

**2. Identification and Referral**

* Students should inform their tutor or the Inclusive Learning team of potential needs at enrolment or as soon as identified.
* The Inclusive Learning team will create an Inclusion Plan within 10 working days, recording any potential EAA needs.
* Where evidence of need exists, the Inclusive Learning team will refer:
	+ To an EAA assessor for formal assessment; or
	+ To the Exams team for centre-approved arrangements.
* Referral deadline is the 31st October, after which we cannot guarantee assessment except in exceptional circumstances.
* Students may self-refer; information is provided during induction and in college marketing materials.

**3. Access Arrangements from Previous Settings**

* School arrangements do not transfer automatically. All students must be re-assessed in college.
* Students are encouraged to request a copy of their Form 8/9 from their previous school to support a faster application.
* Assessments must meet awarding body deadlines (normally by the end of the first half term). Late requests are not guaranteed and may incur charges.

**4. Assessment and Approval Process**

1. Assessment appointment arranged by Inclusive Learning; completed by a qualified Level 7 assessor or equivalent.
2. Assessment outcomes recorded on ProMonitor and Inclusion Plan updated.
3. Evidence submitted to Exams Team for awarding body approval.
4. Exams Team confirms arrangements, records on ProSolution, and informs the student in writing (or agreed format).
5. Staff must familiarise themselves with arrangements to ensure they are embedded as the normal way of working.

**5. Types of Arrangements**

May include (subject to evidence and awarding body approval):

* Extra time
* Reader or computer reader
* Scribe
* Prompter
* Assistive technology
* Rest breaks
* Small group or separate room (only where a substantial difficulty exists; anxiety alone is not sufficient)
* Use of a bilingual dictionary (subject to regulations)

Assistive technologies will be prioritised to support student independence.

**6. Responsibilities**

* Inclusive Learning team – Identification, referral, assessment coordination, and Inclusion Plan updates.
* Exams Team – Submission to awarding bodies, confirmation to students, training for invigilators.
* Teaching staff/mentors/assessors – Evidence gathering, ensuring arrangements are in place during teaching and assessments.
* Students – Attend assessments, provide requested evidence, notify Inclusive Learning of any emergency arrangements needed (e.g., broken arm).

**7. Quality Assurance and Appeals**

* All decisions follow JCQ regulations.
* Evidence of need is retained for inspection by awarding bodies.
* Students may appeal decisions by writing to the Head of Inclusive Learning within 10 calendar days of notification.

**8. Linked Policies and References**

* Equality Act 2010
* Data Protection Act 2018
* SEND Code of Practice 2015
* JCQ Access Arrangements and Reasonable Adjustments

**Appendix C: Personal Care**

**1. Introduction**

* Kirklees College is an inclusive College with a number of students enrolled on courses across the College who require assistance with personal care.
* The College recognises its duty and responsibility to ensure the welfare and safeguarding needs of students and vulnerable adults in receipt of personal care and to provide a service that promotes a safe and secure environment for both staff and students in accordance with the Equalities Act 2010.
* Personal care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some students are unable to do because of their physical difficulties or other special needs. Examples include care associated with incontinence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing.

**2. Policy Statement**

* This policy seeks to respect the dignity of, and to provide a safe environment for, students and vulnerable adults who require personal care assistance.
* This policy seeks to ensure there is a safe working environment for staff who deliver personal care to students.

**3. Scope**

* This Personal Care Policy has been developed to safeguard students and staff. It applies to everyone involved in the intimate care of students.
* This policy covers the responsibilities of all staff delivering personal care, either part-time, agency or full-time members of staff.
* The Head of Inclusive Learning, in consultation with the SENDCo, will be directly responsible for ensuring only trained staff deliver personal care.
* This procedure should be read with reference to the Safeguarding and Child Protection Policy.

**4. Procedure**

* All staff involved in personal care will receive either in-house or external training on delivering personal care with regular updates. Staff will be made fully aware of best practice regarding infection control, including the requirement to wear disposable gloves and aprons where appropriate.
* Only staff who have completed the appropriate training and familiarised themselves with the student’s specific risk assessments will facilitate the delivery of personal care.
* Staff will work in close partnership with parent/carers, the students involved, and other professionals to share information and provide continuity of care.
* Where students with complex and/or long-term health conditions have a health care plan in place, the plan should, where relevant, consider the principles and best practice guidance in this Personal Care Policy.
* There must be careful communication with each student who needs help with personal care in line with their preferred means of communication (verbal, symbols/pictures etc.) to discuss their needs and preferences. Where the student is of an appropriate level of understanding, permission should be sought before starting an intimate procedure.
* All students in receipt of personal care will be involved in the creation of their individual personal care plan and to be encouraged to develop as much independence as appropriate. The plans will be held within the care office and confidential files.
* The religious views, beliefs and cultural values of students and their families should be considered, particularly as they might affect certain practices or determine the gender of the carer.
* Two members of staff will work together to deliver personal care in order to support the development of best practice.
* All members of staff involved will be trained in the use of the hoist. All hoists will have daily/pre-use checks carried out by trained staff and regular inspections and certified under LOLER Regs 1998. Each student will have a clear handling plan included in their risk assessment for those who need use of the hoist.

**5. Linked Policies and References**

* Safeguarding Policy
* Keeping Children Safe in Education (KCSIE)
* Manual Handling Policy

**Kirklees College SEND Policy – Summary for Students, Parents and Carers**

At Kirklees College, we believe every student has the right to achieve their potential. We welcome and support students with Special Educational Needs and Disabilities (SEND) and are committed to creating an inclusive, safe and supportive learning environment.

What this means for you

* We will make sure all students with SEND have access to high-quality teaching, tailored support, and the full life of the College (including trips, enrichment and wider opportunities).
* All staff at Kirklees College share responsibility for supporting students with SEND – not just specialist staff.
* Support is person-centred: we listen to students and, where appropriate, families, to make sure provision is right for them.

How we identify and support needs

* We work closely with schools, local authorities and families to plan smooth transitions into College, starting as early as Year 9.
* If a student has an Education, Health and Care Plan (EHCP), we will respond to the local authority within 15 days to confirm if we can meet their needs.
* Every student who needs support will have an Inclusion Plan within 10 days of assessment, which is reviewed at least termly.
* Support might include assistive technology, in-class help, sensory spaces, small group interventions, or access to external specialists.

Teaching and learning

* Teachers make adjustments to lessons, assessments and resources so that learning is inclusive for all.
* SEND is part of everyday teaching – we use strategies such as chunking tasks, using visual supports, and setting differentiated outcomes.
* Our staff receive training to build confidence in inclusive teaching.

Assessments and exams

* Some students may need extra support in exams, such as extra time, a reader, or assistive technology.
* Exam arrangements from school don’t automatically transfer – assessments will be carried out in College.
* Students are encouraged to bring evidence (such as Form 8/9 from school) to speed up the process.

Statutory responsibilities

* Annual EHCP reviews are held on time, with students at the centre of planning.
* Every EHCP student has a named keyworker and regular progress reviews.
* We track progress, attendance, and destinations to ensure support makes a difference.

Working together

* We co-produce support with students, parents/carers and external professionals.
* Parents/carers are kept informed through reviews, meetings and regular communication.
* We value feedback and use it to improve provision.

Data and confidentiality

* We keep SEND records securely in line with GDPR.
* Information (such as EHCPs and diagnostic reports) is kept for up to five years after a student leaves, unless you ask us to delete it earlier.

How we measure success

* We check that students with SEND are making progress, achieving their qualifications, attending well, and moving on to positive destinations such as work, further study or independent living.
* Student and parent/carer voice is central to evaluating our impact.

📌 This is a summary. The full SEND Policy is available on the Kirklees College website or by request from the Inclusive Learning Team.