



# **Special Educational Needs and Disability (SEND) Policy**

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# 1. Introduction

## 1.1 Definition

This policy sets out the College's inclusive and ambitious 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, and is informed by the Equality Act 2010, the Children and Families Act 2014, current Joint Council for Qualifications (JCQ) regulations on access arrangements and reasonable adjustments, Keeping Children Safe in Education (2025), and the Ofsted Education Inspection Framework (from November 2025).

## 1.2 Aims

The College recognises that every student has individual strengths and needs, and is committed to planning effectively to enable all learners to achieve their full potential. Through a supportive and inclusive environment, the College provides appropriate strategies and adjustments to ensure meaningful access to the curriculum. SEND support is a cornerstone of the College's ambition, reflecting our commitment to equity, high expectations, inclusive practice by design, and strong outcomes and destinations for students with SEND.

We aim to:

- enable every student to experience success and remove barriers and set high expectations to progress by embedding the Monoux Teacher Framework and Guidance Curriculum for all students.
- promote individual confidence, independence, self-advocacy, and a positive attitude to learning and wellbeing
- where possible, encourage and develop progression to adulthood and future destinations with no gap in the positive destination rate compared to the college average
- ensure that all students, whatever their additional learning support needs, receive appropriate educational provision through a curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give all students with SEND equal opportunities to take part in all aspects of the College's provision, as far as is appropriate
- identify, assess and record need, and regularly review students' progress against outcomes and targets
- work collaboratively with parents/carers, other professionals and support services at all stages of the young person's development
- ensure that any responsibility held by staff and governors for SEND is implemented and maintained

## **2. Scope**

This policy is about students identified as SEND or with an Education Health and Care Plans (EHCPs) who are progressing internally or from any other school.

The policy covers support for these students under the following headings:

- Co-ordinating and managing provision
- Special educational needs requirements – Identification, assessment and review of need
- The range of SEND support available
- Process for Exam access arrangements
- Allocation of resources
- Evaluating success
- Partnerships within and beyond the College
- The student voice and progression within the college
- Staff Development and Performance Management
- Responsibility for and Access to the Policy
- Legislation and Definitions
- Feedback mechanism
- Person responsible for SEND Policy
- References

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**

The Governor responsible for SEND will have responsibility to raise Governor awareness of SEND issues, monitors the quality and effectiveness of SEND provision within the college through regular visits and scrutiny by the External Relations Committee. The Governor will also work with and be supported by the senior leadership team including the Principal and Vice Principal to determine the strategic development of the SEND policy and provision in the college.

The Principal and Deputy Principal will have overall responsibility for the provision and progress of students with SEND. The Assistant Principal for SEND, Guidance and Safeguarding will work closely with the college SENDCO and will have joint responsibility for the submission of SEND students with high needs and balancing the SEND budgets. They will also have overall responsibility for the day to day operation of the SEND policy, EHCP consultations and draft annual reports for SEND for consideration by the external relations committee. These responsibilities will be supported by the wider Additional Learning Support team. The Assistant

Principal supported by the (ALS) Manager/SENCO, ensures that the following information is easily accessible to staff; The College's SEND Policy and related policies, the College's internal arrangements for students with SEND and a database giving details of the Individual Learning Plans for the students with SEND and other relevant information will be available.

The Additional Learning Support (ALS) Manager/SENCO will oversee day to day responsibility for the allocation of resources and coordination of individual specific provisions for students with SEND and ensure all records for SEND students are kept up to date. The ALS Manager/ SENCO, in support of the Assistant Principal, will ensure that annual review meetings are held, once a year, to review student progress for students with EHCPs and that parents/carers are invited. The ALS manager/ SENCO alongside pathway leaders and course teachers are also responsible for ensuring parents and carers are updated on student progress via termly reviews.

The (ALS) Manager/SENCO will work closely with the Designated Safeguarding Lead (DSL) and Deputy DSL to ensure effective information-sharing, support and protection for students with SEND, where safeguarding concerns arise, or where sustained or significant absenteeism represents heightened safeguarding concerns.

Pathway leaders, supported by the cross-college work of the ALS team, are responsible for monitoring, evaluating and reviewing the quality of teaching and learning across the pathway with regards to Students with SEND, monitoring the academic progress of students with SEND across the curriculum.

### 3.2 All Staff are responsible for the following duties

- Understanding and keeping themselves informed about the individual needs of students they support through, (for example) accessing and recording information on the college's online portals including but not limited to Pro-Monitor comments.
- Implementing support strategies and reasonable adjustments in the college environments for students with SEND
- Making appropriate and timely referrals if additional needs are suspected for students
- Sharing of expertise is welcomed and encouraged
- Maintaining regular informal contact between all staff working with students with SEND to monitor individual students and discuss concerns

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**

This College strives to be a fully inclusive College. It acknowledges the range of issues to be

taken account of in the process of development. All students are welcomed, and all students recognised as having individual needs. The College will consider applications from students who require significant additional support.

The College will follow the processes outlined below;

- **Pre-application** - Students and parents are invited to share information as part of discussions during Open Days or Advice Evenings.
- **Application** - Students are invited to share SEND information as part of their application. Alternatively, Local Authorities can contact the College directly to consult on whether the College could meet the needs of a student with an EHCP.
- **Interview or enrolment** - Prospective students are encouraged to discuss their requirements at interview, termly SEND orientation days, or during enrolment.
- **Assessment** - An assessment of need is made through application process meetings, termly SEND orientation days and assessment of an EHCP (if applicable).
- **Communicating need** - Teachers and support staff will be made aware of the students' needs via a Pro-Monitor comment, saved as both a Learner Comment, and on the ALS tab. Any supporting documents are also saved as 'upload documents' on Pro-Monitor.
- **Reviewing progress** - The four-part cycle of assess, plan, do, review will be followed. All students with an EHCP (and others without an EHCP who require this), will have a termly review of outcomes and progress made on Pro-Monitor as an upload document. This includes the annual review in the final term. Annual Review Meetings for students with EHCPs will be held in addition to the regular termly reviews. At this meeting, consideration will be given to whether the statement should continue, and whether provision or strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews will normally be held during the College day. All relevant professionals will be invited to attend or submit a written report.
- **Feedback loops** - During Parent/Carer Evenings, parent/carers of students supported by the ALS team can book a 10-minute meeting with the relevant member of support staff. Parents/Carers are also invited to attend termly review meetings.
- **Co-production**: Students and parents/carers will be actively involved in identifying needs, agreeing outcomes and reviewing the impact of provision, and communication will be adapted to meet preferred communication methods and accessibility needs.

## 5. The range of SEND support available

Students with SEND may be supported in the following ways:

- additional 1 to 1 support in and outside of class with a member of the learning support team
- in small group sizes

- "Time-out" cards, and "hidden disability" ID cards help to identify students as having additional needs with documented support strategies
- additional pastoral, mental health and well-being specialist support through
- regular information advice and Guidance, including where appropriate, a daily check-in
- clubs/groups to promote inclusivity in socialising in the wider college community
- bespoke sessions with dyslexia/literacy tutor
- additional tutoring and use of assistive technology such as Reader pens
- modified materials e.g., word to symbols or visual representation
- specialist aids and adaptations or devices to access communication
- counselling, or other therapeutic support
- enrichment/Talent Lab referral programme to promote emotional regulation
- adjustments made to key processes if required, including but not limited to the college's 'FTSP' Full-Time Study Programme, Graduation point meetings, Ready-reset or card blocking initiatives when students miss work deadlines or require guidance in specific areas linked to our showing up charter or general policies on student conduct/engagement.
- special exam arrangements (ref. Process for access arrangements)
- support to move around the building, with chaperoning if required
- accessibility via lift access
- The College will also consider and implement reasonable adjustments under the Equality Act 2010 across all areas of College life, including teaching, assessment, enrichment, work experience and visits, where these are reasonable and proportionate.

Students with SEND will be supported in accordance to the four areas of special educational need outlined in the SEND Code of Practice that include a range of difficulties and conditions:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

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

Students who previously had exam access arrangements (EAA) in place in secondary school are identified during the interview/enrolment process. Their 'Form 8' and other supporting documents are requested from their Secondary School. Students are then booked an appointment to meet with the exam access arrangements assessor to ensure the current access arrangements are still relevant and necessary, and to consent to sharing data/information. Once agreed, the assessor applies for the access arrangements to be applied to this setting. For all students, whether they have previously received exam access arrangements (EAA) in this setting or not, a referral form must be sent by a teacher, to the assessor, highlighting the access arrangements identified as vital. The student will then be booked an appointment to be assessed, using a range of different tests (including, but not exclusive to CTOPP-2, TOWRE-2,

DASH). The tests will identify whether the student will meet the threshold for the access arrangements and where they do meet the threshold, the assessor will then make a formal application to the awarding body, JCQ. The learning assessor will share a summary of the assessment via ProMonitor to the student's respective teachers, indicating whether they are eligible for access arrangements. Where applicable, the assessor will include recommended learning adjustments based on either an existing learning need or the results of testing. This will be highlighted as the students 'normal way of working'.

The College is committed to ensuring that all eligible students receive the support to which they are entitled through approved access arrangements, in line with current JCQ guidance and awarding body regulations. Access arrangements are not automatically carried forward; evidence must be held and the College must be satisfied that arrangements reflect the student's normal way of working. The College's ability to assess, apply for and implement access arrangements is dependent on the following:

- Secondary schools providing statutory and supporting documents (e.g., JCQ Form 8 / Form 9 and relevant evidence) in a timely manner to support applications within deadlines
- The College's ability to implement annual changes announced by JCQ and within required timeframes
- Students engaging with scheduled assessment appointments, review meetings and trial use of arrangements in learning and internal assessments
- Students and parents/carers declaring additional needs and/or disabilities at application, during the Orientation event, during enrolment and/or during wellbeing conversations
- Availability of required specialist/medical evidence where applicable, and the College having sufficient time to obtain and review this evidence
- The requirement to evidence 'normal way of working' through classroom practice and internal assessment
- Operational and regulatory constraints, including JCQ deadlines and exam-room/invigilation requirements

Where access arrangements cannot be secured due to factors outside the College's control (for example, late evidence or missed assessments), the College will explain the reasons to the student and parent/carers and consider alternative reasonable adjustments and support within teaching and internal assessment wherever possible. We will also seek to ensure that appropriate EAA are in-place as soon as possible in the event they have not been applied in accordance with preliminary assessment cycle deadlines.

## **7. Allocation of Resources**

### **Funding**

Baseline SEND funding is provided by the LA and the ESFA and as part of the College's base-line budget. Additional SEND monies for EHCP students, out of borough students are provided by relevant LA top-up provision.

The Principal of this College and the Deputy Principal regularly monitor the needs of the students with SEND and Governors will be provided with annual reports. The College has a continuing commitment to purchase resources for students with SEND within the available budget.

## **8. Safeguarding and SEND**

In line with Keeping Children Safe in Education (2025), the College recognises that students with SEND may face additional safeguarding risks, including barriers to communication and disclosure, increased vulnerability to bullying, exploitation and abuse, and misunderstanding of behaviour-related presentations.

The College will ensure that safeguarding practice is inclusive and responsive to the needs of students with SEND. This includes adapting communication methods, being vigilant to changes in presentation, and working closely with the Designated Safeguarding Lead (DSL) and relevant teams. Staff training will include safeguarding vulnerabilities for students with SEND, and staff will follow the College safeguarding procedures without delay where concerns arise.

## **9. Evaluating Success**

It is expected that this policy will provide clarity for staff, and students, on the roles, responsibilities, and processes to ensure students with SEND reach their potential. The success and impact of the College's SEND Policy and provision is monitored and evaluated through:

- monitoring of teaching and learning strategies by the ALS Manager / SENCO
- an annual report to the External Relations committee on the progress of students with SEND
- regular internal monitoring through, for example, the Equality, Diversity and Inclusion report on Pro-Solution and the Student Support Tracker
- SLT audits of students with an EHCP
- analysis of students tracking data and test results for individual students and for cohorts
- College Self Evaluation and Self-Assessment Reports which include analysis of student outcomes for students with SEND
- College Inclusion meetings
- the College Development Plan
- visits from LA personnel and OFSTED inspection arrangements which also enables us to evaluate the success of our provision



- regular meetings of parents/carers and staff, both informal and formal to plan targets, revise provision and celebrate success
- Evaluation will also consider attendance, retention, wellbeing, learner voice, parental feedback and destinations, so that the College can demonstrate the impact of SEND provision and inclusive practice across the student experience.

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

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

The staff at this College will continue to forge links with parent/carers and encourage partnership in the education process. Parents/carers are involved from the outset and encouraged to discuss any concerns as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents/carers will receive information when they meet with teachers, so that they have a clear picture of the young person's skills and abilities, at whatever level as well as personal and social skills. Students and parents/carers have the right to access their records of progress and are encouraged to contribute to these records. Parent/carers are invited to attend parent evenings and provided with reports twice a year, but parents are welcome to visit the College or to arrange meetings at other times to discuss any aspect of their young person's progress.

The College will seek to communicate clearly, proactively and accessibly with parents/carers, including where reasonable adjustments to communication methods are required.

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

The College has access to a wide range of education services available in Waltham Forest and works with several partners. The College engages with the Council pro-actively, seeking to identify of future provision that could best meet the needs of the local community.

- The college also work closely with Waltham Forest Council to negotiate High Needs Funding for students with an Education, Health and Care Plan.
- Local Authorities across East London, to negotiate High Needs Funding for students with an Education, Health and Care Plan.
- Secondary Schools in order to ensure effective transition for students with SEND to post-16 education.
- We are committed to using the expertise and advice provided by other professionals' subject to the availability of resources.
- The College will also signpost students and families to relevant Local Authority services, including the Local Offer, where appropriate.

## **11. The Student Voice and Progression within the College**

All students should be involved in making decisions where possible right from the start of their education. The ways in which students are encouraged to participate should reflect the student's preferred ways of communicating. At This College we ensure that all students with SEND can participate and are given the opportunity to make choices and to understand that their views matter. SEND planning will support preparation for adulthood, including progression to further and higher education, apprenticeships, employment, independent living and community participation, aligned to student aspirations and outcomes.

### Progression within the College

Careful preparation is made with the student and all the 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.

## **12. Staff Development and Performance Management**

The College is committed to gain expertise in the area of special educational needs.

- There is regular SEND training for teachers, learning support assistants and all staff, at least once annually dedicated for this purpose. Examples of training themes include neurodiversity, dyslexia and trauma informed practice.
  - The SENCO will attend the termly meetings.
  - Whole staff training sessions are arranged as appropriate in response to needs within the College.
  - Staff will be expected to make themselves aware of appropriate documentation and issues relating to SEND.
  - 1:1s with teaching and LSAs, appraisal and CPD
  - The ALS Manager / SENCO and other staff attend Local Authority meetings and INSET where relevant.
  - Newly appointed teaching and support staff will meet with the ALS Manager/ SENCO or PL to discuss procedures in the College.
  - The College also employs a Dyslexia Specialist and Learning Support Co-Ordinator who provide guidance, support and training to staff members on how best to support individual students.

Annual updates will be provided for staff on JCQ access arrangements guidance and inclusive assessment practice, in addition to safeguarding training that addresses vulnerabilities and processes for supporting students with SEND.

## **13. Responsibility for the Policy**

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

Provision for students with SEND is a matter for the College as a whole. It is each teacher's responsibility to provide for students with special educational needs in his/her student group, and to be aware that these needs present themselves differently in different learning situations. All relevant staff will be responsible for helping to meet an individual student's targets, and for following the College's procedures for identifying assessing and making provision to meet these needs.

Staff must adhere to the SEND Code of Practice and the College must:

- Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND.
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator (SENCO)
- inform parents when they are making special educational provision for a child
- publish a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time
- The College will also meet its duties under the Equality Act 2010 to make reasonable adjustments and provide auxiliary aids where reasonable to avoid substantial disadvantage for disabled students.

### **13.2 The Legal Responsibility of the Governing Body**

The Governing Body in co-operation with the Principal, has a legal responsibility, for determining the policy and provision for students with statements.

Governors must ensure that:

- the necessary provision is made for any students with SEND.
- that appropriate staff are aware of the need to identify and provide for students with SEND.
- students with any level of SEND who can join in College activities alongside other students, so far as is reasonable, practical and compatible with their needs and the efficient education of other students.
- they report to parent/carers on the implementation of the College's SEND Policy
- they have regard to the requirements of the Code of Practice for Special Educational Needs
- they are fully informed about SEND issues and support so that they can play a major part in the College's self-review.

- they set up appropriate staffing and funding arrangements and oversee the College's work for students with SEND.

Governors have a responsibility to ensure that appropriate staffing and resourcing arrangements are made for the College's work with students with SEND.

### 13.3 Access to Policy

A copy of this policy is available on the College's VLE and on request in hard copy for the public. Copies can also be distributed to parents annually via the Parent App.

All staff and students have access to copies of the policy via the College's VLE.

## **14. 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.

## **15. Feedback**

The College welcomes feedback from students, parents/carers, stakeholders, staff and the wider community. Any comments on the policy should be addressed in person or in writing to the Principal or to any governor.

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

Overall implementation of the policy is the responsibility of the Assistant Principal for Send, Safeguarding and Guidance.

## **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)