Notre Dame
CATHOLIC SIXTH FORM COLLEGE

SEND – LEARNING SUPPORT POLICY STATEMENT 2025/2026

This policy adheres to and should be applied with due consideration to the College's commitment to the Framework for Ethical Leadership in Education.

This policy has been reviewed in line with the Sustainable Development Goals.

Mission Statement:

Our mission inspired by the Christian tradition is to be a community based on faith, hope and love; developing each individual intellectually, emotionally and spiritually to achieve their full potential.

To achieve this we will:
- Provide a welcoming, supportive community where everyone is valued.
- Provide a high quality, meaningful education which encourages the development of the whole person, inspired by the Notre Dame tradition.
- Promote a caring environment, rooted in the virtues of service, kindness, gratitude and respect.
- Work together for the benefit of each person as well as the wider community.
- Recognise, celebrate and treasure, without exception, the unique gifts and dignity of each person, ensuring equality and fairness for all, as found in the teaching and example of Our Lord Jesus Christ.

Version	6
Author	Deputy Principal
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Approved by Curriculum and Standards	September 2025
Review interval	1 year
Previous review date	July 2024
Policy to be reviewed by or before	July 2026 for approval in September 2026

1. **STATEMENT OF INTENT**

   All reasonable efforts will be made by the College to ensure that students have access to support which meets their individual learning needs appropriately and ensures confidentiality in line with current legislation including the following:

   - Equality Act 2010
   - Children and Families Act 2014
   - SEND Code of Practice July 2014

2. **POLICY STATEMENT**

   2.1 Notre Dame Catholic Sixth Form College will always do its best to ensure that the necessary provision is made for any student who has identified any special educational needs. Notre Dame staff will do everything that is reasonably possible to ensure that teachers in the College are able to identify and provide for those students who have any special educational needs, to allow them to access the same opportunities as other students in the College so far as is reasonably practical.

   2.2 The staff and governors of Notre Dame Catholic Sixth Form College will endeavour to ensure that all students, including students in need of additional learning support, reach their full potential, are fully included within the College community and are able to make successful transitions from high school and into positive destinations.

   2.3 This College supports all members of staff to help them to provide positive and effective approaches towards the learning, progress and achievement of all students, including SEND students. All teachers are teachers of SEND students. Teaching and supporting such students is therefore a whole college responsibility, requiring an inclusive response, in the spirit of the College ethos.

   2.4 The College will work in partnership with multiple agencies where appropriate to support the learning and progress of our students.

   2.5 Notre Dame Catholic Sixth Form College is fully committed to welcoming students who meet the published entry requirements. In line with legislation and our inclusive ethos, we will endeavour to make '*reasonable adjustments*' where necessary and where possible, to allow all students, for whom Notre Dame Catholic Sixth Form College is the most appropriate institution, to access our full curriculum and engage in a study programme which is designed to aid positive progression routes for all students. Individual needs and reasonable adjustments will be considered on a case by case basis.

3. **PRINCIPLES**

   3.1 Notre Dame Catholic Sixth Form College aims to ensure that:

   - It provides the most appropriate SEN provision for our students' individual needs.
   - Transition into the College from high school and out of the College to university or employment is managed and planned to allow a smooth and positive pathway for the student.
   - All staff are aware of the signs looked for in the early identification of any issues and are equipped to provide appropriate support for SEND students whom they teach and/or support.
   - Staff are made aware of individual student's needs and any reasonable adjustments that are expected, which will enable them to meet those needs in the classroom.

- All students, including SEND students are supported in an appropriate and supportive way to aid progression.
- The College works with the student and their parents / carers to ensure that their views are listened to and taken into account where ever possible.
- SEND students are offered an appropriate study programme that allows for a positive progression plan.
- All students, including SEND students have equal access (wherever possible) to all College activities.
- The College engages with and works in partnership with external agencies where appropriate to meet the individual needs of the student.

3.2 In accordance with The Special Educational Needs and Disability Code of Practice 2014, Notre Dame Catholic Sixth Form College will:
- Produce a written SEND policy and inform parents about the support available to SEND students. The Head of Learning Support will address new parents at information evenings and the team will be available at parent's events and open days etc. to discuss individual concerns.
- All new students are given the opportunity to declare their needs at application, enrolment and through self-referrals to Learning Support, and in addition will be offered a screening assessment to assess literacy and numeracy skills to ensure appropriate guidance and support is provided in a timely way.
- Use information collected from high schools, parents, students and other external agencies to provide the most appropriate support for each student. Students and parents will need to give permission for this data to be shared at enrolment.
- Work with parents to ensure that all support provided is understood and positive.
- Ensure that parents/carers have knowledge about the SEND provision that the College makes, through the Local Offer and the College web site.
- Ensure that teachers in the College are aware of the importance of identifying and providing for, those students who have SEN, through inclusive, high quality teaching.
- Be ambitious and supportive about the aspirations of all of our students at every level of achievement and prior attainment.

4. TRANSITION

4.1 The Learning Support team, under the direction of the Head of Learning Support is involved in transition planning between schools and College to prepare to identify, plan for and ultimately meet the student's needs and ensure a successful transition into the College. A member of the Learning Support department will be available at transition days to offer support all students who disclose any additional needs. A bespoke and personalised transition will be in place for students who have high needs or an EHCP. Students who disclose at interview or subsequently will be invited to:
- discuss their needs on enrolment
- visit college for acclimatisation visit(s)
- complete a student learning profile with a member of the department

5. ADMISSIONS POLICY

5.1 When a young person with an EHCP or SEND has expressed a preference to attend Notre Dame Catholic Sixth Form College the College will be under a **conditional** duty to agree to the request, unless the institution is unsuitable for the:
- age

- academic ability, i.e. does not meet the subject specific entry criterion
- aptitude or special educational needs of that young person
- or is incompatible with the efficient use of resources or education of others.

Notre Dame Catholic Sixth Form College will be under a duty to admit that young person and will engage and consult with the local authority as appropriate. Students must be able to meet the academic requirements in their GCSE's to be able study at L3.

6. INITIAL SCREENING

6.1 All new students will sit an online screening programme (CEDAR) at enrolment or during the first half term. This data will be used to identify potential issues / strengths for students in a range of learning disciplines and shared with curriculum staff through Cedar to inform teaching practice. It is not a diagnostic assessment.

6.2 Curriculum staff will use subject initial assessments to identify students with a particular need and will make referrals to Learning Support as appropriate. Access arrangements for examinations will be included in strategies used to support student progress where appropriate.

7. SUPPORT OFFERED

7.1 Across the curriculum, a range of fully inclusive teaching strategies are employed as appropriate. Specific CPD is provided on specialist areas such as neurodiversity by the Head of Learning Support on a regular basis. Students in need of additional support can be referred to Learning Support where they will be assessed, and an intervention plan agreed. Appropriate support may include:
- assistive technology
- use of a laptop or touch screen tablet
- support for SPLDs by Specialist Support Teachers
- in class support including note-takers
- one-to-one and small group learning support
- accessible information including; enlargements/coloured hand-outs/overlays
- equipment loan laptops/ reader pens etc.
- Specialist supportive technology eg Read and Write software
- Organisational management
- Revision workshops
- Anxiety / emotional support
- Counselling and referral to CAMHs and Mindmate
- Exam Access Arrangements specific to the students medical needs, or learning needs which are their normal way of working.
- Use of a lift pass or time out
- Accessible toilet

8. EVALUATING THE SUCCESS OF THE SEND PROVISION

8.1 The following quantitative and qualitative indicators will provide evidence of the impact of this policy:
- Annual success rates for SEND students including student destinations and achievement
- Annual comparative success rates in learner groups
- Individual assess, plan and do records.

- Student feedback via various channels
- External stakeholder feedback
- Effective deployment of resources to the students who need it