

SEND – NOTRE DAME LOCAL OFFER 2026/7

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.

additions

Version	7
Author	Deputy Principal
Date Reviewed	July 2026
Approved by SLT	September 2026
Approved by Curriculum and Standards	September 2026
Review interval	1 year
Previous review date	July 2024
Policy to be reviewed by or before	July 2027 for approval in September 2027

1. How does the College know if students need extra help and what should I do if I think my child may have special educational needs?

- Parents and carers should contact the Head of Learning Support if they have concerns and wish to discuss their child's special educational needs: learning support@ndonline.ac.uk
- Feeder schools are contacted to share information with us of any students with special educational needs and / or who receive support at school, so that we can plan support provision in advance. With students' permission the school can share information with the College. Students can contact their previous school for their information.
- Applicants to Notre Dame are invited to disclose any additional support needs on their application forms and at enrolment. We will then interview them regarding their particular needs, and their application to the College.
- At enrolment or shortly after, students will meet with a member of the learning support team to further discuss their learning needs, exam access arrangements and be offered a 1 to1 weekly learning support session
- All teaching departments carry out a variety of assessments upon commencement of courses and can refer any students who they think will need some support to be successful.
- We have a referral process in place so that teachers / achievement tutors can request help for a student at any time during their time at Notre Dame.
- Students can self-refer to the Learning Support team at any time.

2. How will the College staff support my child?

We are inspired by the Christian tradition and hold the dignity and uniqueness of each person at the centre of our ethos. Therefore, we are committed to meeting the needs of each of our students and promoting equality and diversity at all levels. The Learning Support team liaises with all staff to ensure that students' needs are identified and supported. We provide a range of personalised learning support including:

- High quality, adaptive teaching for all students with adjusted teaching and learning strategies to meet individual student's needs.
- 1-1 support with specialist teachers / learning support mentors
- Small group out-of-class support with specialist teachers / learning support mentors
- Learning support assistant in-class support for students with specific needs with an EHCP- eg note taker, BSL interpreter, for students with specific needs that cannot be met through assistive technology and independent learning.
- Assessments for exam access arrangements are carried out by an in-house specialist assessor, for students with slower speeds of working, through medical needs, and have to have met the criteria for Exam Access Arrangements, as in the exam board regulations JCQ 2026/7, supported by teacher evidence and feedback for each subject, which will apply for all internal/external tests or exams.
- A well-resourced Learning Support suite in which students can work in a quiet area with appropriate ICT resources and equipment.
- A full time College Counsellor who provides 1-1 and group therapy sessions
- Access to support from the Wellbeing officer and the Wellbeing Hub

- The Mindmate team are based in College and can be accessed for further support with mental health and anxiety
- Communication, and BSL support workers (via the LA) to provide support for deaf / hearing impaired students
- Assistive technology to enable independent learning, and access to Read and Write program for “Speech to Text” and Read Aloud functions. Reader pens are also available to support students with independent reading and in exams.
- Weekly tutorial sessions for all students in which they work on personal development, progression planning and employability skills, where progress is closely monitored
- Subject specific workshops in department areas, and extra academic support through subject ND plus
- Advice and support from the Visually Impaired and Hearing Impaired Service in Leeds and qualified teachers of the Deaf /Visually Impaired, and Inclusion team

3. How will the curriculum be matched to my child’s needs?

All teachers are responsible for using a variety of strategies to make reasonable adjustments to the curriculum to meet the needs of individuals, and have the support of Heads of Department and SLT in this endeavour. The College runs a rolling CPD programme for all staff on a variety of SEND areas, so that staff are informed and equipped to adapt curricula as required. Students are enrolled on appropriate courses based on their GCSE grades.

4. How will you let me know how the young person is doing? How will you help me to support my child’s learning?

We review student’s progress on an on-going basis and implement support as appropriate from this information. There are regular tests , assessments and 6 Centre Assessment Points CAP’s across Y12 and Y13. Attendance is also monitored through the Achievement Tutor weekly.

In addition, parents and carers have access to Cedar our student MIS. Opportunities to formally discuss student progress are available at Consultation Days where Learning Support staff, and teaching staff are available to discuss any aspect of support.

Additional meetings can be convened by request and regular contact can be arranged for students with high levels of need if required. Students with an EHCP will also have an Annual Review. Students with high needs will also be allocated a Key worker who will regularly be in contact with parents/guardians.

5. What specialist services and expertise are available at or accessed by the College?

The College provides or can access:

- Specialist HI/VI Teachers, Leeds LEA Inclusion Team
- Communication Support Workers, BSL interpreters
- BACP registered Counsellor
- Mental health first aiders
- Mindmate
- A Wellbeing officer

- L3 Stars Practitioners for Autism
- A qualified and experienced Safeguarding team
- Specialist careers advisors
- JCQ qualified exams access arrangements assessor
- A qualified SENCo
- Collaboration with SENSAP case workers

6. What qualifications / training / experience have the staff supporting young people with specific learning needs or disabilities got?

Qualifications held by the staff in the Learning Support Department are varied, to match the needs of the students that we support. They include:

- Full teaching qualification
- Postgraduate Certificate in Special Educational needs and Disabilities- PGCERT SEND
- Honours degree in various subjects specialisms
- CPT 3A Exam Access Assessor Qualification
- Stars L2 and L3 Practitioners
- Extensive experience of working with young people with ASD and ADHD
- Extensive experience of working with young people with specific learning needs
- Extensive experience of working with young people with SEMH needs
- Evidence of continual professional development in working with students with SEN

7. How will my child be included in activities outside of the classroom including college trips?

Notre Dame ensures that enrichment opportunities and educational visits are inclusive and available to all students. Where necessary, support can be arranged for after college activities and on college trips. These are wide and varied and can be accessed on the College website. Every student is welcome to access enrichment activities , trips and residentials as they wish. Appropriate reasonable adjustments will be made to enable students to participate fully.

8. How accessible is the College environment?

We provide:

- Corridors and doorways that are sufficiently wide to allow easy access
- Ramps where necessary
- Stair lifts in some parts of the campus
- Electronic automatic doors on some buildings
- Lifts in most buildings
- Accessible and gender neutral toilets
- Quiet areas for students who need to get away from noise / large groups
- We can amend and adjust a timetable to allow the site to be more accessible for an individual student e.g. to be on the ground floor where possible
- We can adjust lighting in classrooms

9. How will the College prepare my child and support my child to progress to the next stage of education and / or employment?

Notre Dame employs two full-time and ~~one~~ two part time fully qualified careers advisors and a full time employer engagement lead, working with employers and other agencies to help our students plan the next step that is right for them. All students can book one-to-one sessions in Careers. We also arrange trips to careers fairs and various universities / employers visit us to talk directly to students and we hold an annual HE Fair and Careers Fair.

10. How are the College's resources allocated and matched to young people's special educational needs?

The College is committed to meeting the needs of all students and has a Learning Support Department staffed by fully qualified and very experienced teachers and mentors who can work at appropriate academic levels for the courses we offer.

If specialist support / equipment is required, we will consult with parents and carers, the LA on a case by case basis, it is expected that all high needs students will have an EHCP.

11. How is the decision made about what type and how much support my child will receive?

The Department uses a graduated approach and an Assess, Plan, Do and Review process to plan its provision, and to the support that the student will access at college. Support sessions will take place outside of time tabled lessons, unless a student has an EHCP and requires in class support.

Most students with SEND are offered a weekly session with a learning support mentor to develop their skills and this is reviewed each half term. Once they have mastered the skills they will either leave the learning support session, or have a new focus on an additional area of need.

Each student who declares a need at any point will have a diagnostic interview with a member of the Learning Support team who will then personalise a support package to their needs. Advice is then given to classroom teachers regarding how best to support the student in their lessons.

12. Who can I contact for further information?

- Head of Department – Learning Support: Sally Wike s.wike@notredamecoll.ac.uk
- Deputy Principal – Andrew Kellett a.kellett@notredamecoll.ac.uk
- General enquiries: learningsupport@ndonline.ac.uk