

# National Horseracing College

## Special Educational Needs and Disability (SEND) POLICY

### Section 1: Main Contact details and Policy key dates

Name and contact details of the Operations Director and SLT SEND advocate:

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Shared with parents/ carers on:	
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2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 January 2015 (updated May 2015). It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, learners and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice January 2015
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, December 2015
- Education Inspection Framework September 2019, with the subsequent updates
- Teachers Standards 2012
- National Inclusion Statement
- Relevant Curriculum frameworks/ document (National curriculum, EYFS framework, etc.)

These documents can be found in the SEN section of the NHC website.

2.2 Our college has separate policies in place for Safeguarding, Equality, Diversity and Inclusion, and Health and Safety.

2.3 Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010. This can be found in the SEN section of the NHC website.

2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at: [SEND: guide for parents and carers - GOV.UK](#)

### Section 3: Profile and Values

#### 3.1 Our College Profile

The National Horseracing College (NHC) is a specialist college training young people for roles in the horseracing industry. We maintain a close working relationship with the British Horseracing Authority, as well as employers and other stakeholders in the sector. We run three types of course; intensive residential at level 1, apprenticeship at level 2 and 3, and short specialist industry qualifications.

Doncaster Equine College (DEC) is part of the NHC. We train young people for general equine industry roles. We provide alternative provision to 14-16s, and courses at level 1, 2 and 3 that follow the academic calendar.

#### 3.2 Our College Values

##### **Put the learner first**

We believe in encouraging our learners to achieve their full potential and thus realise their dreams. We provide flexible training in a friendly, supportive and caring environment, which builds self belief, confidence and develops trust. We believe that all our learners should achieve, enjoy and benefit from their experience at the National Horseracing College and their success leads to the success of the college. We believe our learners have the right to be safe from harm, fear and exploitation.

##### **Deliver outstanding quality and innovation for the horseracing industry**

We believe in improving the quality and flexibility of learning and the learner / customer experience. We believe we should lead by example, embracing change and striving for excellence. We are committed to delivering a high level of professionalism.

##### **Celebrate and respect diversity**

We believe in promoting positive attitudes to diversity whilst respecting and valuing the rights and beliefs of each other, regardless of race, age, gender, disability, sexual orientation, religion, belief or position within the college. We actively promote the following British Values to learners: tolerance, respect, liberty, democracy and the rule of the law. We believe we should be honest, open, fair and equitable. We promote inclusiveness, fairness and focus on individual needs. We promote a culture of accountability from approachable and non-judgemental staff.

##### **Empower staff to maximise their potential**

We have dedicated, ambitious, enthusiastic staff and we believe that everyone who works in the college contributes to the goals of the college. We will support their development and value and celebrate their achievements and successes.

##### **Provide an outstanding and responsive service to stakeholders, community and the environment**

We believe that the college should be the provider of choice for the stakeholders and communities we serve whilst actively promoting sustainability for the future. We foster a sense of pride in individual and collective achievement of both staff and learners.

We believe that learning should be challenging and enjoyable and that time spent at college should be a rewarding experience. Therefore, we are committed to a programme of enrichment for learners that involves a variety of events and opportunities.

### **Health & Safety Guidelines**

For any workplace, the cornerstone of a practical safety management system is a clear Health and Safety Policy. At the National Horseracing College, we recognise that working with thoroughbred horses is a potentially dangerous occupation.

We have, therefore, in association with the Health and Safety Executive and other organisations, developed comprehensive guidelines to minimise the risks and hazards existing in all our working and training situations.

## **Section 4: Aims and Objectives of our approach to SEND**

### **4.1 We aim to:**

- put our values into practice every day
- use our best endeavours to achieve maximum inclusion and success for all our learners
- encourage high levels of participation from learners, parents and carers
- have a clear focus on steps toward positive life-long outcomes
- explain what we do, when, why and how
- meet our statutory duties

### **4.2 Our Objectives are:**

- to work in partnership with families and others involved in the care of learners in our college
- to ensure all our tutors, instructors and roving instructors are supported with regular observation and CPD to give them the confidence and skills needed to help SEND learners progress and develop.
- to promote learners' self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "whole learner, whole college" approach to the co-ordination and provision of support for special educational needs
- to ensure that every tutor, instructor and roving instructor has the confidence and competence to meet the needs of every learner, including those with SEND through well-targeted and continuing professional development
- to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- to provide differentiated and personalised learning opportunities building on each learner's strengths and interests
- to identify needs, particularly of vulnerable and disadvantaged learners, at the earliest opportunity, meet their needs, and review their progress regularly
- to make every effort to diminish and close the gap in achievement between vulnerable and disadvantaged learners and their peers
- to focus on individual progress across a wide range of outcomes as the main indicator of success
- to develop and support the role of Special Educational Needs & Disabilities Coordinator (SENCo) who will work within the SEND Policy and in turn provide support and advice for all staff working with learners with SEND
- to map provision across our college to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- to always work in the best interests of the learner alongside our responsibility to ensure the effective and efficient use of public resources.

## **Section 5: Definitions of SEND and of Disability**

### **5.1 SEND Definition**

A learner or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learner of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching (Quality First Teaching).

Learners may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated Quality First Teaching and all relevant and purposeful interventions and strategies being in place.

## 5.2 Communication and Interaction (C and I)

Learners with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every learner with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Learners with Social Communication Difficulties or Autism Spectrum Disorder (ASD), including (formerly called) Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, in addition to misunderstanding many of the methods by which people communicate on a social level. They may also have sensory issues which can impact on the way in which they understand and engage with the college environment. All of these factors can impact on how learners with these challenges relate to others.

## 5.3 Cognition and Learning (C and L)

Support for learning difficulties may be required when learners learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as literacy difficulties (dyslexia), numeracy difficulties (dyscalculia) and motor difficulties (formerly dyspraxia, now Developmental Co-ordination Disorder);
- Moderate learning difficulties (MLD), where support may be needed across the curriculum, with possible associated difficulties in speech, language, concentration, following instructions, social skills, independence and accessing their environment;
- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum, including mobility and communication as a result of significant cognitive impairments; and
- Profound and Multiple learning difficulties (PMLD), where learners are likely to have severe and profoundly complex learning needs, in addition to possible physical disability, sensory impairment and/or severe medical condition(s).

## 5.4 Social, emotional and mental health difficulties (SEMH)

Learners and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other learners and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD). Any concerns relating to a learner or young person's behaviour should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEND.

The Department for Education (DfE) has published Guidance on managing pupils' mental health and behaviour difficulties in schools. This can be found at: [Mental health and behaviour in schools - GOV.UK](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools)

## 5.5 Sensory and/or physical needs

Some learners and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many learners and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Learners and young people with an MSI have a combination of vision and hearing difficulties.

Some learners and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. This could be to support either the fine or gross motor skill development, or be a combination of the two.

#### 5.6 Difficulties which may not be related to SEND

Some learners in our college may not be making Age Related Expectations, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these learners 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEND. We assess all aspects of a learner's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability.

The following concerns may impact on a learner's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Learner
- Being a learner of Service Person

#### 5.7 Disability

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more learners than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Learners with such conditions do not necessarily have SEND, but there is a significant overlap between disabled learners and those with SEND. Where a disabled learner or young person requires special educational provision they will also be covered by the SEND definition.

Learners at the NHC and DEC work with horses. Learners undergo an in-depth interview before joining a course, to ensure identification of SEND needs. Where appropriate, a practical assessment is also conducted on the yard to ensure their safety. Any learner with an EHCP is automatically given a practical assessment.

### **Section 6: Graduated approach to identifying if a learner requires SEND Support (reference to SEND Information report requirements)**

#### 6.1 Whole college general Identification and Assessment when at Quality First Teaching level of support

All our learners' needs are identified and met as early as possible through:

- Quality First Teaching provision, using differentiated approaches and personalised learning arrangements with relevant and purposeful interventions and strategies in place which are available to all
- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental and carer concerns, views, wishes and feelings
- listening to and taking into account the learner's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual learners' progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- using the information, resources and training as provided through Doncaster's Graduated Approach for SEND and additional needs, including that provided by services across education, health, care and the voluntary sector.

Before interview, the programme manager, SENDCO, counsellor and other key staff review the EHCP of any applicant who has one, to identify if we believe we can meet their needs.

At interview, learners are asked about SEND needs.



In their first few days, the SENDCO meets with every learner identified as potentially needing a support plan. This is then created. Access arrangements are also discussed and testing arranged where appropriate.

Each course has a lead instructor. They meet regularly with the learners on their course to ensure, among other things, that their SEND needs are being met. These meetings a mix of formal reviews and informal chats.

A monthly meeting is held to discuss SEND matters, and updates are given on each learner in the SEND register

At regular intervals on each course, parents / carers are brought in for friends and family days. Lead instructors meet with the parents / carers and discuss, among other things, whether each learner's SEND needs are being met.

We gather data on what SEND needs have been identified for each learner, and then measure outcomes for each SEND need against national averages and our internal averages. This is presented at whole-college annual Self Self-Assessment Review events. This allows us to evaluate the overall effectiveness of support for different SEND needs.

## 6.2 Examples of Curriculum Access and Provision

Where learners are underachieving and/or identified as having high incidence (low need) special educational needs, our college meets these additional needs in a variety of ways, using the Graduated Approach for SEND. We use a combination of approaches to address targets/outcomes identified for individual learners:

- teachers differentiate learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence-based intervention programmes
- targeted additional individual support
- using the information, resources and training as provided through Doncaster's Graduated Approach for SEND
- differentiation of curriculum resources
- study partners
- SMART target setting
- emotional care/ nurture, friendship and support groups
- Supervised WhatsApp groups set up before the course begins to help ease transition
- support from college counsellor and lead instructor to participate in the life of the college

## 6.3 Monitoring and Evaluation of progress

We constantly monitor the progress of all learners. This enables us to quickly identify those learners who are underachieving and those who have high incidence (low need) special educational needs. We use a combination of approaches to monitor and evaluate the progress of individual learners. This is done through:

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- learner and parental questionnaires and conversations
- pupil progress tracking using assessment data (whole-college processes)
- attendance records
- regular meetings about learners' progress between instructors and the programme manager

## 6.5 Additional SEND Support provision, monitoring and review using the college's delegated additional needs funding

Following a monitoring process and after an appropriate period of time, if a learner is requiring substantial 'additional to or different from' support, they will need special educational provision to be made for them. The Children and Families Act 2014 and the SEND Code of Practice 2014 (updated 2015) has introduced SEND Support to replace School Action and School Action Plus from September 2014.

A meeting will be held with the parent, carer or family to discuss the learner's next steps.

In addition to the identification, assessment, provision and monitoring for all learners, our approach to SEND Support is as follows:

- the lead instructor, sometimes with the SENCo, will discuss with parents if we feel that their learner requires SEND Support;
- additional SEND support will be in place when a learner's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer;
- we will use the latest Local Authority's guidance on SEND Descriptors;

- we will agree short term and medium term outcomes towards longer term outcomes that on year-round courses should be reviewed at least three times each academic year (approximately termly) with parents/carers and their learner as appropriate, using the college's SEND Support Plan (SSP) recording document, including the record of the Review meeting of the outgoing Plan;
- outcomes will address the underlying reasons why a learner is having difficulty with learning;
- Our SSPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for learners with special educational needs. They are seen as working document which can be constantly refined and amended;
- our SSPs will be accessible to all those involved in their implementation – learners should have an understanding and 'ownership' of their SSP and their outcomes;
- our SSPs will state what the learner can do, what the learner has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- outcomes for a SSP will be arrived at through:
  - discussion, wherever possible, with parents/carers, teachers, support staff and the learner
  - discussion with other practitioners at the appropriate point of the Graduated Approach
  - classroom observations by the college's Special Educational Needs Co-ordinator (SENCo) and other Senior leaders;
- our SSPs will be time-limited – at termly review, there will be an agreed "where to next?";
- our SSPs will be based on informed assessment and a decision will be made to include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

The whole school provision map enables us to:

- plan strategically to meet learners' identified needs and track their provision;
- audit how well provision matches need;
- recognise gaps in provision;
- highlight repetitive or ineffective use of resources;
- cost provision effectively;
- demonstrate accountability for financial efficiency;
- demonstrate to all staff how support is deployed;
- inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.
- The provision map will be updated regularly by the SENDCo.

## Section 8: Education Health and Care Plans

Learners with an Education, Health and Care Plan will have access to all arrangements for learners in receipt of SEND Support. In addition to this, those with an Education, Health and Care Plan will have an Annual Review of their Plan.

The progress of learners with an EHCP will be formally reviewed at an Annual Review. This process will take place with the learner and family voice included. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice January 2015.

## Section 9: Management of SEND within our college

### 9.1 General

The CEO and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs & Disabilities Coordinator (SENDCo). The SENDCo is responsible for reporting regularly to the CEO on the ongoing effectiveness of this policy.

Our SENDCo is also the Designated Teacher for Looked After Learners, and has strategic responsibility for the inclusion of learners who are adopted or in local authority care

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged learner will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

When first working with a new young person, all LSAs will sit with the SENDCo to discuss key points from the relevant EHCPs, support needs and strategies for the individuals they will work with.



The SENDCo will attend Doncaster Designated Teacher Network events and Doncaster SENDCo Network events whenever possible.

The SENDCo will undertake the NPQ SENCO at the earliest opportunity.

An annual SEND Skills review will be carried out involving both teaching and non-teaching staff. Training and CPD will then be targeted where staff feel they need the most support.

## 9.2 Operations Director

The Operations Director is responsible for monitoring and evaluating the progress of all learners and for making strategic decisions which will maximise their opportunity to learn. Where possible, they will attend the monthly SEND meeting to discuss each learner on the SEND register.

## 9.3 Special Educational Needs and Disabilities Coordinator (SENCo)

Our SENCo will oversee the day- to-day operation of this policy and will:

- Recognise that a SENDCo appointed after 1st September 2008 who has not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, must achieve the NPQ SENCo within 3 years of appointment.
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- maintain and analyse our whole-school provision map for vulnerable and disadvantaged learners
- identify on the provision map those learners requiring SEND support from the school's delegated budget, learners in receipt of High Needs funding and with Statements of Special Educational Need or Education Health and Care plans
- co-ordinate provision for learners with SEND
- liaise with and advise tutors, instructors, roving instructors and support staff
- manage the records on all learners with SEND
- liaise with parents of learners with SEND, in conjunction with tutors, instructors, roving instructors and support staff
- contribute to the in-service training of staff as part of the college development plan and annual schedule of continuous professional development
- review and revise learning and wider outcomes on SSPs
- co-ordinate multi agency meetings and statutory Annual Reviews for learners with a Statement of SEND or Education Health and Care Plan or comply with requests to participate in meetings
- ensure effective and timely transition arrangements for learners moving into and out of our college
- evaluate regularly the impact and effectiveness of all additional interventions for learners with SEND
- follow Local Authority guidance and procedures when it is considered that a learner with significant and long-term SEND may require significant support through statutory processes
- attend SENCo network meetings and training as appropriate
- liaise closely with a range of outside agencies to support vulnerable learners

## 9.4 Tutors, instructors and roving instructors

Tutors, instructors and roving instructors are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENCo and support staff.

Our instructors, tutors and roving instructors will:

- focus on outcomes for every learner and the outcome wanted from any SEND support;
- be responsible for meeting special educational needs under the guidance of the SENCo and Programme Manager;
- have high aspirations for every learner setting clear progress targets; and
- involve parents and the learner in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

## 9.5 Learning Support/Teaching Assistants

- LSA/TAs are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCo.
- we deploy our LSA/TAs depending on their level of experience.
- our LSA/TAs are most effective when the support they give is focused on the achievement of specific outcomes.
- LSA/TAs can be part of a package of support for the individual learner but are never to be a substitute for the teacher's involvement with that learner.

## **Section 10: Partnership with Parents/Carers**

Our college aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting learners and their parents;
- giving parents and carers opportunities to play an active and valued role in their learner's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform college of any difficulties they feel their learner may be having or other needs their learner may have which need addressing;
- instilling confidence that the college will listen and act appropriately;
- focusing on the learner's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the college can help their learner;
- agreeing targets for all learners, in particular, those not making expected progress and, for some learners identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support;
- providing all information in an accessible way for parents with English as an Additional Language;
- producing an SEND Information Report that will be published on the NHC website

## **Section 11: Involvement of Pupils**

Learners have the right to be involved in making decisions and exercising choice. In most lessons, all learners are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all learners fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target/outcome setting across the curriculum so that they know what their short term outcomes are and why they have them;
- self-review their progress and set new targets;

## **Section 12: Supporting learners at school with medical conditions**

Some learners in our school have medical conditions that require care and support to enable full access to education, including trips. Some learners with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. For these learners, their medical needs will be recorded through a Healthcare Plan.

Some learners, however, may also have special educational needs (SEND) and may have a Statement, or may have an EHCP which brings together health and social care needs, as well as their special educational provision.

As the course is equine based, and this involves significant physical challenges as well as health and safety concerns, a screening process takes place at interview where we ensure learners are only accepted if their physical capability will allow them to succeed, and the health and safety of an individual is not placed at risk. This is done through an assessment by the programme manager involving practical yard skills and horse handling.

The college counsellor, programme manager and residential team monitor and provide access to any medication required.

Lead instructors check in regularly with learners identified as having physical disability to ensure they can fully access learning.

## **Section 13: Effective Transition**

- Learners are invited to an open day where they can familiarise themselves with the college.
- Learners are given a tour during the interview process and given a chance to ask further questions. This includes meeting learners currently on the course.
- Learners are invited to join a supervised WhatsApp group where they can get to know the people who will be on their course.
- Meaningful opportunities are provided during the course to meet industry professionals such as farriers and equine dentists.
- A workplace challenge event takes place for each course, where roving instructors or other suitable professionals come onsite to give learners insights into the workplace.
- We endeavour to meet the requirements of the Gatsby Benchmarks of good career guidance.
- Learners are given extensive assistance to find a suitable placement.
- Learners are given continued support from the college counsellor once in the workplace.

## **Section 14: Admission Arrangements**

In line with the Equalities Act 2010, we will not discriminate against disabled learners and we will take all reasonable steps to provide effective educational provision

### **Section 15: Exam Access arrangements**

The college uses multiple awarding bodies for different courses. These include:

- 1<sup>st</sup>4 sport (Equine courses)
- City & Guilds (Equine courses)
- iPet Network (Equine courses)
- Highfields (Functional Skills)
- Eduqas (GCSE English)
- Edexcel (GCSE Maths)

Access arrangement information is gathered during the interview stage, including any JCQ form 8 or JCQ form 9 documents the learner can provide.

The SENDCo holds a CPT3A qualification, and any future appointee will either hold this qualification or achieve CPT3A within the first 12 months after appointment.

If access arrangements or testing to gather evidence for access arrangements are required, the SENDCo will carry this out in a timely fashion and ensure appropriate access arrangements are in place with the relevant awarding bodies.

### **Section 16: Storage of records**

- Records for individual learners will be stored in compliance with GDPR.
- Documents will be held for no longer than 7 years.
- Documentation will be stored electronically via restricted access Microsoft Teams and restricted access shared drive files. The SENDCo will be responsible for the secure storage of documentation.
- Physical documentation will be scanned and stored electronically. Physical copies of documentation will be destroyed confidentially after no more than 1 year.

### **Section 17: Complaints**

If there are any complaints relating to the provision for learners with SEND these will be dealt with in the first instance by the lead instructor and SENCo, then, if unresolved, by the Programme Manager. If still unresolved, these will be resolved by the Operations Director. The CEO may be involved if necessary.

### **Section 18: Other key members of staff in our college**

The Designated teacher (DT) is Daniel Pugsley, also the SENDCo

The Safeguarding lead is Joanne Ellis, also the Operations Director.

The SENDCo and DT is also responsible for managing PPG/LAC funding

The college counsellor Clare Walker is responsible for managing the college responsibility for meeting the medical needs of pupils

### **Section 19: Links with Other Services**

All services contribute to Doncaster's SEND Local Offer. This website is regularly updated and has all contact details and information regarding these services.

### **Section 20: Information on where Doncaster Local Authority's Local Offer is published**

<https://www.doncaster.gov.uk/services/schools/local-offer-send>

This SEND Policy was updated in September 2025 and will be reviewed annually by the CEO.