

Name of School: National Horseracing College Date of Report 19/09/2025

SEND INFORMATION REPORT (Version: 1)

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEND**. The information published **must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.**

The information required is set out in the Special Educational Needs and Disability Regulations 2014 (and in the updated 2015 Code of Practice).

The SEN Information Report must include the following information and be cross-referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

This document includes recommendations for points to include following the introduction of Doncaster's Graduated Approach for SEND.

The kinds of special educational needs and disabilities that are provided for			
We keep data separate for the residential courses (FC) and year-round courses (DEC).			
In the 2024/25 academic year, these were the support needs identified as a % of the overall cohort:			
Need	FC	DEC	National average
Total learners in cohort	135	58	n/a
Support plan %	23.70	13.79	13.6
EHCP %	5.93	6.9	4.8
ADHD %	11.85	6.9	7.87
ASD %	11.85	18.97	2.63
Dyslexia %	17.04	13.79	10
Dyscalculia %	1.48	0.00	6
Dyspraxia %	2.22	0.00	5
Physical disability %	9.63	15.52	11
Mental health %	32.59	31.03	25
Anxiety %	16.30	15.52	6
Neurodiversity %	31.85	25.86	15

The name and contact details of the SENCO and further contacts where parents and carers may have concerns
Daniel Pugsley (SENCO, DT) 01302 861025, d.pugsley@thenhc.co.uk
Policies for identifying children and young people with SEND and assessing their needs (mainstream schools) <i>[List all relevant policies]</i>
SEN Support, Inclusion & Learning Support The NHC
<ul style="list-style-type: none"> • SEN Policy • EDI Policy • Safeguarding Policy
Arrangements for consulting parents and carers of young people with SEND and involving them in their child's education
<p>Before interview, the programme manager, SENCO, counsellor and other key staff review the EHCP of any applicant who has one, to identify if we believe we can meet their needs.</p> <p>At interview, learners are asked about SEND needs. A practical assessment is also conducted.</p> <p>In their first few days, the SENCO 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.</p> <p>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.</p> <p>A monthly meeting is held to discuss SEND matters, and updates are given on each learner in the SEND register</p> <p>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.</p> <p>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-Assessment Review events. This allows us to evaluate the overall effectiveness of support for different SEND needs.</p>

<p>Arrangements for consulting young people with SEND and involving them in their education</p>
<p>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:</p> <ul style="list-style-type: none"> • participate in the creation of their support plan when interviewed by the SENCO • 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;
<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents/carers and young people as part of this assessment and review</p>
<p>Each course has a lead instructor. They meet regularly with the learners on their course to evaluate progress towards agreed targets. These meetings a mix of formal reviews and informal chats.</p> <p>A monthly meeting is held to discuss SEND matters, and updates are given on each learner in the SEND register.</p> <p>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 progress towards agreed targets.</p>
<p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>
<ul style="list-style-type: none"> • 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. An information session is also delivered to help ensure they know what to expect. • 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.

Approach to teaching children and young people with SEND

[How the school applies the Graduated Approach for SEND in school]

We aim:

- to work in partnership with families and others involved in the care of learners in our college
- 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 Functional Skills Lead / Special Educational Needs & Disabilities Coordinator (FS Lead / 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.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

The curriculum in all subjects has been carefully designed to promote and facilitate adaptive and quality first teaching.

The expertise and training of school staff to support children and young people with SEND, including how specialist expertise will be secured

[This could refer to appropriately applying the Graduated Approach for SEND and plans for continuing professional development]

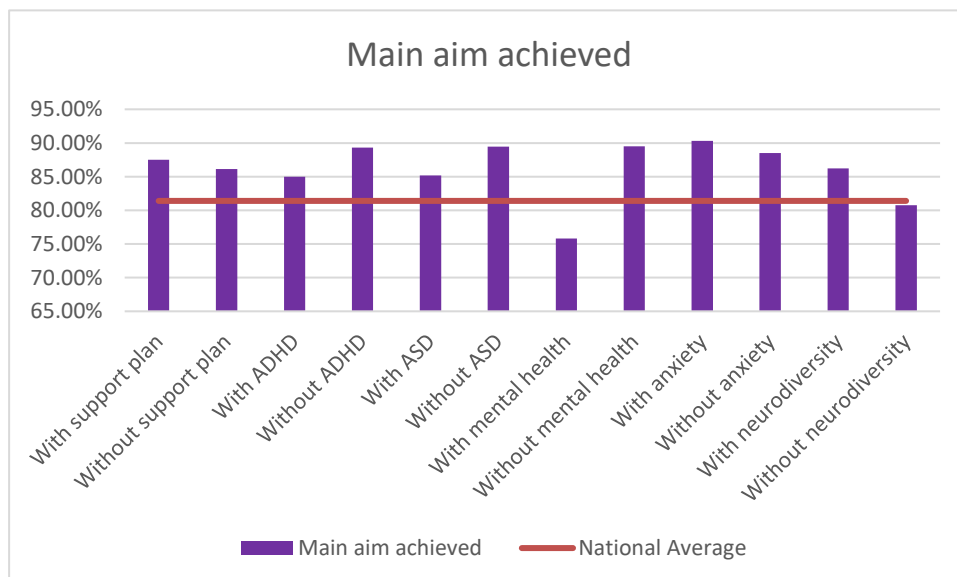
LSAs are provided to learners who have funding through their EHCP.

Regular surveys are conducted to identify training and development needs in supporting SEND learners.

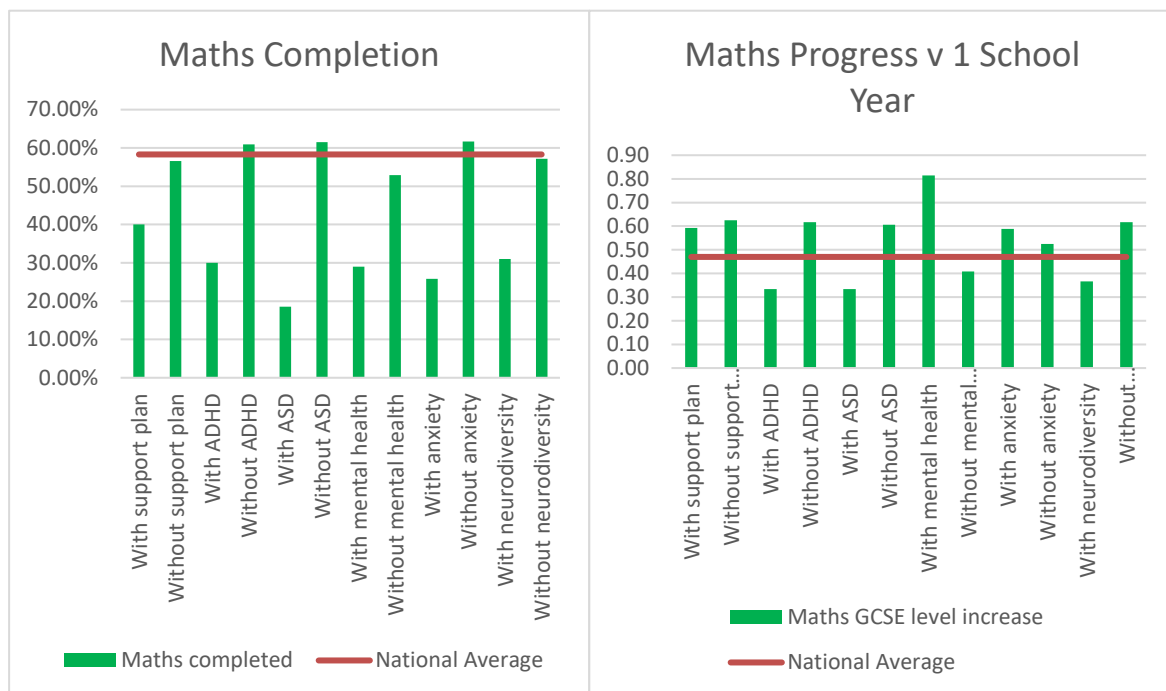
Regular CPD is conducted with staff to ensure they have the confidence to support learners effectively. Support is provided by the SENCO and college counsellor as well as line managers.

Evaluating the effectiveness of the provision made for children and young people with SEND

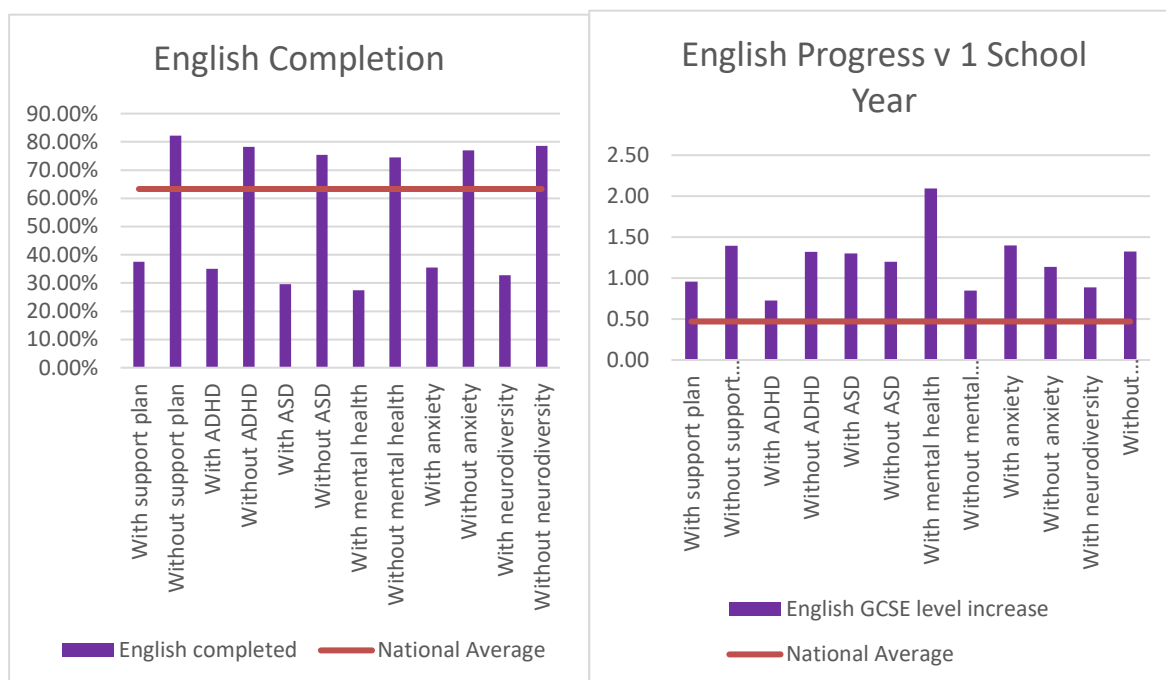
We compile a detailed breakdown of the outcomes of those with different SEN needs against those who do not have them, and track these year to year.



As the graph shows, learners in almost all categories, both with and without SEN, achieved their main aim more often than the overall national average.



As these graphs show, SEN learners have not achieved maths at the same rate as their non-SEN peers, or reached the overall national average. However, when we look at progress, SEN group performance has been much closer to peers, and in some cases has outperformed their counterparts who do not have the same SEN need. This is most apparent in learners who reported past or present mental health difficulties or anxiety.



As these graphs show, SEN learners have not achieved English at the same rate as their peers, or reached the overall national average. However, SEN groups have all

made more progress than the overall national average, particularly outperforming their peers when they report past or present mental health difficulties or anxiety.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

There have been no students unable to participate in any activity due to SEND needs in 2024/25.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

Our college counsellor has provided additional support for SEND learners when their SEND needs have impacted their social and emotional wellbeing and development.

Clare Walker (c.walker@theNHC.co.uk 01302 861010)

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

The SENCO ensures that EHCP reviews, e-PEPs and PEP meetings are held in a timely manner.

For those aiming to work in horseracing, the racing union NARS sends a representative to speak with learners directly.

Racing Welfare also visit and speak to our learners directly, as well as providing a range of support in the workplace.

Arrangements for handling complaints from parents and carers of children and young people with SEND about the provision made at the school

There have been no complaints about the handling of SEND and SEND provision during 2024/25. These would have been dealt with following the complaints policy.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

Doncaster MBC SEND offer is available on their website at:
www.doncaster.gov.uk/localoffer

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEND.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEND support, and to enable the Local Authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND Information Report.