

SEND POLICY 2026/27

APPROVED BY GROUP BOARD ON APRIL 2026

Applies to:	
Harrogate College	X
Keighley College	X
Leeds City College	X
Leeds Conservatoire	
Leeds Sixth Form College / Pudsey Sixth Form College	X
Luminate Group Services	
University Centre	X

CHANGE CONTROL

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Name of author:	Chris Thornton Director of Inclusive Provision & SEND	
Name of responsible committee:	SELT	
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Contents

1. SCOPE AND PURPOSE	4
2. POLICY AIMS/OBJECTIVES.....	4
3. KEY CONSIDERATIONS	4
3. MONITORING AND EVALUATION.....	7
4. REVIEW	7
5. APPENDIX A.....	8



1. SCOPE AND PURPOSE

This policy outlines the Luminate Further Education College's commitment to meeting its statutory duties to learners with Special Educational Needs and Disability (SEND), and providing an inclusive, safe learning environment where learners with SEND can thrive. This policy responds to the requirements and recommendations of the latest versions of:

- The Children and Families Act 2014.
- Special Educational Needs and Disability Code of Practice 0-25 years.
- The Equality Act 2010.
- Keeping Children Safe in Education.

This policy applies to all learners with special educational needs and disabilities, their parents/carers and staff.

2. POLICY AIMS/OBJECTIVES

The college takes its legislative responsibilities very seriously, and seeks to go beyond what is required by law, putting learners with SEND at the heart of our planning and delivery. We are committed to offering an inclusive curriculum and supportive environment to ensure the best possible outcomes for learners with SEND. Our vision is for learners with SEND, including young people, adults and apprentices, to feel a sense of belonging within the college and to have high aspirations for life after college.

The SEND Code of Practice states that learners have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream post-16 institutions.

The Equality Act (2010) defines disability as “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”.

Learners with a disability do not necessarily have SEND, but there is a significant overlap between disabled learners and those with SEND. Where a disabled learner requires special educational provision, they will be covered by the SEND definition.

3. KEY CONSIDERATIONS

Pre-entry to College

We encourage learners with SEND to disclose their need to the college at the earliest opportunity, so that appropriate support can be put in place in a timely manner. Opportunities for disclosure will be provided before, during and after application. The college will ensure that staff are available at open events to discuss what support is available, and offer SEND specific events to those who would benefit from them.

Where the college is aware that a young person with an Education Health and Care Plan (EHCP) intends to apply to us, then a member of the Special Educational Needs and Disabilities (SEND) team will liaise with the relevant local authority to ensure appropriate consultation responses are offered in the best interests of the young person.

Any applicant that declares SEND will have their needs discussed to determine what, if any, support is needed. Where applicable, the SEND team will also liaise with any external agencies involved with supporting the learner.

Transition into College

Where appropriate, learners with SEND will be offered support with their transition into college. This will be agreed with the learner (and parent/carer/current school where applicable) and will be designed around the individual needs of the learner.

Where a learner has an EHCP, the transition plan should be agreed at the annual review in the year preceding the entry to college, however it may be appropriate in some circumstances for this to be agreed further in advance. The implementation of this transition plan may need negotiation with the Local Authority to ensure funding is available to meet the learner's needs.

Support while at College

The college will provide the necessary support to enable any learner with SEND to access their programme of study in a way that they are not disadvantaged due to their SEND. We endeavour to meet need through careful planning and high quality teaching and learning, and supplement this with other support strategies for those that need it.

Where additional support is needed, SEND and Curriculum teams will work together to produce a support profile, which will inform all staff who work with the learner of the support needed and the strategies which will help them. Each learner will also agree Specific, Measurable, Achievable, Realistic and Timely (SMART) targets to be reviewed each term.

If a learner is based for part of their programme in a workplace (e.g. an apprenticeship, internship or work placement), then with the learner's permission the employer will be included in communication regarding support. It is the aspiration of the college to develop our curriculum and the skills of learners with SEND in line with the local and regional skills needs.

SEND support is intended to be flexible and creative in order to meet the needs of individual students. Support strategies are varied but can include:

- Access to ICT and assistive learning technology to develop study skills and promote independence;
- Assessment for access arrangements for examinations;
- Orientation support;
- Personal care support;
- Access to quiet and/or sensory breakout space;
- Communication support for Deaf or hard of hearing learners;
- Meet and greet into college;
- Lunchtime supervision;
- Note takers;
- Access to in-class support where included on an EHCP.

Identification of Support while on Programme

Teachers, and other curriculum staff may, in the course of their delivery, identify learners who are not making progress in the expected way. As part of their programme of interventions, they should consider if the learner could have undisclosed or undiagnosed SEND. If after discussion with the learner this is a possibility, then a support plan may be produced. Further assessment of need may then take place, to establish what, if any additional support can be offered.

Education, Health and Care Plan (EHCP) Reviews

Learners with an EHCP will have their progress reviewed regularly throughout the year, with their plan being reviewed annually. Parents/carers will be kept informed at all stages, and all relevant professionals will be invited to the annual review. Preparation for Adulthood will form a key component of the EHCP outcomes agreed for all learners at the college.

14-16 Learners

Learners with SEND who join the college full time in year 10 or year 11 will have the same opportunities to disclose need and receive support as those who are studying post-16. Transition into the college will be coordinated in conjunction with the previous education provider and a support assessment will be completed as part of the application process. The college offers a different learning environment to mainstream schools, and a high level of support is offered to all learners regardless of their SEND.

Higher Education (HE) Learners

HE learners who disclose a disability will be contacted by the HE Learning Support Officer to discuss their needs and what support is necessary. The way that support within HE is accessed depends on the course type and method of study. It is advised that potential applicants make contact with the HE Learning Support Officer to discuss their circumstances before application if they are concerned about how support will be delivered.

Partnership Working

We recognise the challenges many parents/carers and young people have faced navigating the SEND system during other phases of education. The college is committed to working in partnership with learners and their parents/carers, placing the learner's views, wishes and opinions at the centre of the process. We aim to provide appropriate levels of support to ensure the best outcomes for the learner alongside effectively preparing them for their next steps and adult life. Securing positive destinations for learners with SEND is an integral part of our work aligned to the Preparing for Adulthood agenda, and we recognise that there are many varying post-college destinations that represent success.

The college is committed to working collaboratively with local authorities and health and social care professionals to put in place suitable arrangements for all young people with SEND. We encourage positive and timely communication from external partners regarding learners' needs, to enable us to meet and exceed our statutory duties. The college also seeks to work in collaboration with schools and other education providers to ensure a smooth and effective transition for learners with SEND.

Access Arrangements for Assessments

Where a learner has a substantial disadvantage in an assessment situation, they may be eligible for reasonable adjustments to be made. Any access arrangements that were in place in school do not carry over into College, therefore the learner will need to be reassessed and any adjustments applied for. We advise that the learner request a copy of their Form 8 from school and provide that to the College (The Form 8 is the form that the education provider has to submit to JCQ). This enables the SEND team to get a full understanding of the historical need for the arrangements, and will support curriculum teams with the creation of support plans, thus speeding up the new application process.

Continuous Professional Development (CPD)

The college is committed to the CPD of all staff, and SEND training and development is a key priority. SEND staff are all expected to work towards the Teaching or Co-Professional standards to ensure that their knowledge and understanding is relevant and up to date by reflecting on practice and identifying relevant professional development alongside receiving regular updating and input from local partner agencies.

All college staff will have a programme of CPD relevant to their job role, which ensures that they understand their duties in relation to learners with SEND, and are skilled and equipped to carry them out.

Staff Responsibilities

See Appendix A for a list of responsibilities in relation to this policy.

Reporting Concerns

In line with the college's complaints procedure, learners are encouraged to resolve any issues/concerns informally before making a formal complaint.

If a learner with SEND (or their parent/carer) need support with raising an issue/concern, either informally or formally, then this will be made available via the SEND team.

3. MONITORING AND EVALUATION

SEND provision will be monitored and evaluated via the College's self-assessment process and at Board level through annual reports and the SEND Link Governor(s). This is in order to:

- Make continuous improvements to the quality of education and support provided;
- Improve the procedures by which support is organised;
- Ensure the effective use of resources allocated to departments in support of SEND learners;
- Measure the retention, achievement, success and progression rates of learners with SEND;
- Identify achievement gaps and take action to address.

4. REVIEW

This policy is reviewed annually by the Director of SEND & Inclusive Provision and approved by SELT and Luminare Group Board.

The group (college) reserves the right to review the policy at any time.

5. APPENDIX A

Roles and Responsibilities

The Governing Body will:

- Have an awareness of the legal responsibilities relating to equality and the statutory duties on post-16 institutions as specified under section 43 of the Children and Families Act 2014.
- Ensure that there is a named Link Governor for SEND, and that they are able to carry out their duties, including accessing training.
- Ensure that the Link Governor completes a SEND link visit twice a year, reporting back to the board to confirm that the college is meeting its statutory duties to SEND learners, and making the necessary reasonable adjustments.
- Be fully involved in developing and monitoring the college's SEND policy through the designated Link Governor for SEND.

The Director of Inclusive Provision & SEND will:

- Ensure that the Executive Leadership Team are up to date and knowledgeable about the college's SEND provision.
- Ensure that SEND provision is an integral part of the college self-assessment.
- Ensure that the quality of SEND provision is continually monitored, and any concerns are addressed as a matter of urgency.
- Ensure that the SEND curriculum offer is included in all relevant marketing (such as college prospectus and website), and is part of the Local Offer for Leeds and neighbouring authorities.
- Ensure that all staff receive training on their responsibilities under the Equality Act.
- Ensure that all staff are aware of this policy and the demands it places on them.
- Ensure that data is available and analysed as part of equality monitoring.

The Head(s) of High Needs & SEND / Deputy Head(s) / EHCP Manager(s) will:

- Support College Managers to ensure that this policy is effectively implemented.
- Create and implement effective systems and procedures for the recording and delivering of SEND support across the college.
- Create and implement effective processes for the identification of SEND and referral for support.
- Ensure that the delivery of support across the college is outstanding.
- Work with schools, colleges, local authorities and HE institutions to ensure effective transition between stages of education.
- Work with the examinations team to ensure that effective processes are in place regarding Exam Access Arrangements.
- Ensure that statutory duties regarding EHCP processes are adhered to.

Heads of Department / Deputy Head(s) / Programme Managers will:

- Develop a curriculum that meets the needs of learners, including those with SEND.
- Allocate resource to enable reasonable adjustments to be made to meet the needs of learners who have a disability.
- Allocate resource to enable effective support to be implemented for learners with SEND who do not need ongoing support from the SEND team.
- Ensure that there is a departmental CPD plan which develops the understanding of SEND and equips staff for their role in relation to learners with SEND.

- Monitor the quality of provision to learners with SEND within their department, and their progress.

Curriculum delivery staff will:

- Deliver a personalised curriculum enabling all learners to make progress.
- Promote an inclusive atmosphere within the teaching space.
- Ensure any materials used are accessible to all learners.
- Ensure SEND learners are not disadvantaged by the teaching or assessment methods.
- Adapt delivery style and assessment methods to meet the needs of individual learners.
- Monitor the progress of learners.
- Maintain effective working links with the SEND team, ensuring any learning based reasonable adjustments needed have been implemented.
- Work in collaboration with any support staff who are allocated to learners in their classes.
- Undertake CPD that supports the development of their knowledge and understanding of SEND.

SEND staff in all departments will:

- Work effectively with teaching staff to ensure effective implementation of agreed support strategies;
- Liaise with teaching staff on issues that arise that affect the learner(s) they are supporting;
- Alert the relevant curriculum/SEND team member of any concerns/issues that occur affecting a supported learner;
- Maintain timely records of support provided, particularly focussing on effective strategies employed and progress of learners against needs and outcomes contained in Education Health and Care Plans;
- Minimise disruption to classes in the course of supporting their learners;
- Support learners in a manner that ensures maintenance of academic standards and encourages independence.

Learners will:

- Take responsibility for disclosing their needs at the earliest possible opportunity.
- Attend support meetings and reviews.
- Act on agreed support strategies.
- Inform the college of any changes to need.