

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

This policy is relevant to Sports Connect UK and Sports Connect CIC

Policy Date: 26th November 2025

Policy Last Review Date: 31st August 2024

Reviewed by: Vicki Benbow

Approved by: (Governing Body)

Next review date: 26th November 2026

Aims

The aims of the SEND policy and practice in this College are:

- to ensure our college fully implements national legislation and Kent Local Authority's guidance and expectations.
- to enable all students to fulfil their potential and be happy in themselves.
- to support students with SEND to realise their aspirations and achieve their best.
- to work towards Inclusion in partnership with Parents/carers and other agencies.
- to meet individual needs through a wide range of provisions.
- to provide an inclusive environment and that enables students to access all aspects of college life alongside their peers.
- to achieve a level of staff expertise to meet student needs and ensure that the SEND policy is understood by all staff and monitored by the Education Advisory Board (Governors).

Legislation and Guidance

Legal Framework

Post-16 SEN provision is guided by several laws and guidelines:

- **Children and Families Act 2014:** Replaced statements with Education, Health and Care Plans (EHCPs) for learners up to age 25. [Children And Families Act 2014 Part 3](#)
- **Education Acts (1996, 2002, 2006):** sets out responsibilities in providing education for all learners including those with SEND.
- **Children Acts (1998, 2004):** These laws focus on safeguarding and promoting the welfare of all children.
- **Care Act 2014:** ensures that young people with SEND receive proper care and support as they transition to adulthood.

- **Mental Health Act 2010:** ensures that the mental health needs of children and young people with SEND are addressed.
- **Children and Wellbeing and Schools Bill 2025**
- **SEND Code of Practice (2015):** Provides guidance on identifying, assessing, and supporting SEN.
- **Equality Act 2010:** Protects students from discrimination and requires reasonable adjustments.
[Equality Act 2010](#)
- **Special Educational needs and Disability (SEND) Code of Practice 2015**
- **School Admission Code 2021:** [School Admission Code 2021](#)
- **The School Information Regulations: Updated 24/10/24**
- Maintained Schools: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>
- Academies: <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>
- Governance in Maintained Schools Handbook 2024: [Governance in Maintained Schools](#)
- Governance in Academy Trusts 2024: [Governance in Academy Trusts](#)
- **SEN and Disability Discrimination Act/Regulations, (1995, 2014) :** These regulations detail how we should identify, assess and meet the needs of children with SEND.

“A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities”.

Long term means that it must have lasted, or be expected to last, at least 12 months. Progressive conditions can also qualify where there are likely to be future substantial adverse effects. For example, anyone with cancer, multiple sclerosis or HIV/AIDS is treated as disabled as soon as they have the condition. For the purposes of this policy, disability is broadly defined. It includes not only those disabilities which may immediately be apparent, but also conditions such as specific learning difficulties, autism, diabetes, asthma, epilepsy, hearing or sight impairments and mental health difficulties. Sports Connect will seek to make reasonable adjustments for disabled users, so they are not disadvantaged.

Sports Connect recognises that physical impairment may not be the same as a learning impairment and will actively seek to remove barriers to learning so that physically disabled students can demonstrate their academic ability. Where a student has SEMH difficulties, these will always be taken seriously. If a student has asked for support, parents will be informed, unless there are serious safeguarding reasons for not passing this information on. If a parent has notified the college of SEMH concerns regarding their child, this will always be dealt with in a sensitive and appropriate way.

Kent Local Authority:

The Local Authority's local offer

The Local Authority's Offer can be found in the SEND Information Report

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Countywide Approach to Inclusive Education (CATIE)

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](https://www.kelsi.org.uk)

Sports Connects approach to SEND in partnership with Kent's SEND Strategy

New strategy: Kent's SEND Strategy 2025-2028: promote Inclusive education system for children and young people with special educational needs and disabilities (SEND) and to fulfil statutory requirements.

Strategy for children with special educational needs and disabilities

In line with **KCC's SEND Strategy (2025-2028)**; Sports connect aims to:

1. Improving the lived experience of children and families

(Develop self-advocacy skills: Implement programmes to help children communicate their needs, understand their rights, and make informed choices.

Create participation opportunities: Increase involvement in school councils, peer support groups, and other forums where their voices can be heard.

Foster inclusion: Promote inclusive practices in settings, schools, post 16 and communities, ensuring every child feels welcomed and supported)

Sports Connect aims to achieve this through embedding mental health ambassadors, mentoring, student views, counselling and a bespoke and Inclusive curriculum. This enables students to feel safe, heard and supported to express their views, wants and needs. Where needed, students can request/name an appropriate advocate to help and support them to express their views.

We recognise that all students have the right to be involved in making decisions and exercising choice (SEN Code of Practice). All students are involved in monitoring and reviewing their progress. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning.
- identify their own strengths and needs, and to input on what works well and can be improved in their learning.
- share in individual target setting across the curriculum.
- review their progress and set new targets.
- In addition, students who are identified as having SEND are invited to participate in Annual Reviews, termly mentor target reviews and the setting of learning/pastoral targets.

- Implementation of SEND policy is undertaken by assessing the students, reviewing relevant reports and targets for them, undertaking the plan and regularly reviewing the activities.

2. Access to the right support at the right time in the right place

(Strengthen partnerships: Foster collaboration between education, health, and social care through regular meetings, joint training, and shared information systems.

Single point of access: Create a central access point for families, simplifying the process of getting support.

Develop integrated care pathways: Establish clear, coordinated care plans to ensure seamless support across services.)

Sports Connect aim to work with external partners (education, health and social care teams) to support students and their families in accessing resources to support the student both within the education setting and the wider community. Sports Connect have an appointed Family Liaison Officer to ensure that communication between all services is shared where needed to enable the student to access key services. The Family Liaison Officer will attend PEP/LAC meetings and support when requested Intensive resource planning meetings.

External partners include:

- Counsellors
- Complex Learning and Interactive Support Team, which includes the Learning and Autism Support Team (LAST), the Social, Emotional, Mental Health Team (SEMH), the Visually Impaired Support Team and the Hearing-Impaired Support Team. Occupational Therapists and Speech and Language Therapists.
- Special Education Service (SES)
- Educational Welfare Service
- Behaviour support services
- Other Children and Young People's Services
- Youth Connexions
- Community Health Service
- Family support and safeguarding, Health and Social Care (including Child Protection issues and teenage pregnancy)
- SENDIAS (Special Education Needs Information and Advice Service)
- Safeguarding Early Help Team

3. Achieving the best outcomes through inclusion and participation

(Inclusive teaching practices: Train teachers, Early Years workforce and staff in strategies such as differentiated instruction and adaptive learning tools to support all learners.

Whole-setting inclusion policies: Develop comprehensive inclusion policies to ensure children with SEND are fully integrated into every aspect of school life.

Enhanced access to support services: Provide schools with access to specialist support, such as educational psychologists and SEND inclusion advisors, to address individual needs.

Sports Connect will ensure that all students with an EHCP/SEND will have a provision map that identifies that students' individual needs. Tutors will ensure that they meet the needs of their students through variation and adaptation in their planning and delivery of lessons and interventions. Early Career Tutors are supported with a comprehensive mentoring program and bespoke CPD to enable them to address student misconceptions and to ensure that all students receive quality first teaching. INSET days and CPD are planned methodically throughout the academic year and are tailored to ensure that staff are trained to meet the needs of the students in their provision. The Head of Inclusion alongside the Zonal Lead will monitor the progress of all EHCP and SEND students. When a student is deemed as not making progress the Inclusion Team will use the 'Assess, Plan, Do, Review' cycle to establish whether further specialist support is needed.

All staff at Sports Connect have a responsibility for students with SEND. A positive and sensitive attitude is shown towards students with SEND. Staff have a duty of care towards these students and are expected to ensure their lessons facilitate and enable all students to access the learning. Amongst these responsibilities is obtaining relevant information and mentor reports and targets from Sports Connects records. There is an expectation that all staff will liaise with the Deputy Principal, Head of Inclusion and Zonal Leads to ensure effective support in the lesson. Other staff responsibilities are identified in individual job descriptions.

Curriculum Access and Provision (Plan)

Where students are identified as having special educational needs, Sports Connect provides for these additional needs in a variety of ways. The provision for students is related specifically to their needs, and includes:

- support from a mentor.
- in class targeted support if deemed necessary.
- smaller classes if this better supports their needs.
- one-to-one support if more appropriate.
- more varied learning experiences to incorporate the ways students feel benefit them individually.
- further differentiation of resources.
- access to the Zonal Lead for help and support during break and lunch times.
- dedicated hardware and software for individual needs.
- small group interventions to look at specific groups concerns e.g. mindfulness for anxiety & mind mapping for Specific learning difficulties.
- Individual regular meetings.

Equipment and Technological Support

Sports Connect will assist staff in the use and storage of special equipment that they may have and will help in obtaining equipment. In addition, Sports Connect has some equipment and adaptations to facilities that may be of use to staff with physical/sensory disabilities. Sports Connect will ensure that ICT provision is available for all those who need it to overcome a physical /cognitive disability

Monitoring and Evaluation (Review)

- During the academic year, students are assessed, and their progress is monitored by their tutors using the graduated approach of plan, assess review and do. Monitoring/reporting forms are completed weekly; staff also review and discuss progress and targets together termly.
- The tutor oversees the monitoring and target setting process.
- Tracking is completed and discussed by the team during the afternoon briefing meetings.
- Parents and carers' views are considered, through parent consultation days.
- Feedback is received from external agencies involved with students and actions are implemented.

Management of SEND within Sports Connect

The Directors have delegated the responsibility for the day-to-day implementation of the policy to the Community Lead, Deputy Principal, Vice Principal, Zone Leads, Sports Tutors, Inclusion Manager and DSLs.

In line with the recommendations in the SEN Code of Practice 2014, the Head of Inclusion along with the above team is responsible for:

- overseeing the day-to-day operation of this policy.
- collecting information on SEND students on transition from previous schools, education provisions and liaising with any involved professionals and agencies.
- coordinating provision for children with special educational needs and disabilities.
- ensuring suitable hardware/software/equipment is available to help access the curriculum.
- liaising with and advising tutors.
- managing learning support assistants, or other support as needed.
- overseeing the records of all children with SEND.
- liaising with parents/carers of children with SEND.
- contributing to the in-service training of staff.
- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services, early help support services of the safeguarding team and voluntary bodies.

The **Zonal Lead** is responsible for **reporting to the Head of Inclusion** with responsibility for SEND on the day-to-day management of SEND policy as follows:

- overseeing the target setting and review process and informing parents/carers of any reviews.
- assessing and monitoring students' progress.
- maintaining appropriate student records.
- preparing reports and leading EHCP annual reviews.
- exam access arrangements.

For students with EHC plans, provision will meet the recommendations on the plan. The tutor will continue to follow the assess, plan, do and review process during each weekly discussion with the students and/or staff. Where tutors are concerned about the progress of a student, they must inform the zonal lead so that the appropriate next steps can be implemented.

In subjects where all students have curriculum targets these are used to inform mentor reports and targets. Assessment for exam access arrangements will be carried out in line with tutor and Zonal lead support.

4. Working together with children and young people with SEND and their families

(Provide accessible information and resources: Develop clear guides and resources that explain services, support options, and decision-making processes in user-friendly formats, including workshops and multi-language materials. Create opportunities for parental involvement: Establish parent forums, focus groups, and advisory panels to give families a platform to share experiences and contribute to decision-making)

Partnership with Parents/Carers

Sports Connect aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting students and their parents.
- making parents and carers feel welcome.
- encouraging parents and carers to inform Sports Connect of any difficulties they perceive their child may be having or other needs their child may have.
- instilling confidence that Sports Connect will listen and act appropriately.
- focusing on the student's strengths as well as areas of additional need.
- allowing parents and carers opportunities to discuss ways in which they and Sports Connect can help their child.
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- parent/student consultation day
- making parents and carers aware of the Special Education Needs Information and Advice Service (SENDIAS). This information is included in formal documents from the Special Education Service and may also be referred to in informal discussions with parents and carers.
- parent coffee mornings/drop-in sessions with Family Liaison Officer

5. Preparing for a successful future at the earliest opportunity

(Transition pathways: Create structured pathways that guide children through each stage of education, ensuring smooth transitions from early years to post 16 education.

Strengthen post-16 support: Enhance the guidance and support provided to young people as they approach adulthood, including vocational training, career advice, and life skills programs.)

Admission Arrangements

No student will be refused admission to Sports Connect because he or she has a special educational need and/or disability, but in each case we will consider whether we can adequately meet the student's needs. In line with the SEN and Disability Act we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision for them.

For students who make no progress, an external agency may be involved in the assessment and identification of need. Any advice given by the external agency is communicated to all adults working with the student. The protocols and procedures described in meeting individual needs are used for maintaining paperwork and conducting reviews at all levels of intervention including students with EHC plans.

Identification and Assessment (Assess)

We accept that students' needs should be identified and met as early as possible. We use several indicators of special educational needs:

- liaison with previous schools/educational institutes on transition.
- information from previous schools/educational institutes.
- the analysis of GCSE results data.
- use of previous school reports, as well as internal and external assessments.
- Baseline assessments are used to support student progress and to identify gaps in a student's knowledge.
- the completion of concern forms by members of staff.
- following up on parental concerns.
- student self-referral.
- following up on the concerns of other students.
- information from other services.

Links are maintained with other schools in the Kent and Medway area, from which students generally transfer into Sports Connect. The recruitment officer and safeguarding lead/family liaison officer will communicate with these schools during the transition to obtain information about students with SEND to allow for the most effective planning of the provision put in place for them.

Our SEND policy should be read in conjunction with our college's policies published on our website:

[Company Policies - Sports Connect UK](#)

- SEN Information Report:
- Safeguarding policy:
- Behaviour Policy:
- Equality Policy:
- Accessibility Plan:
- Attendance and punctuality policy:

Special Educational Needs Register:

At Sports Connect the Zonal Lead will regularly review the SEN register as part of the Graduated Approach. The Zonal Lead will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a student will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

‘SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.’

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil’s special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Life-skills/employability curriculum

All students have a robust life-skills and employability curriculum to support transition from Post 16 education into future employment and/or university.

[Post 16 - RSE-PSHE Curriculum Map.xlsx](#)

Information Sharing

Information will be shared with staff on a need-to-know basis. When dealing with these matters, if it becomes apparent that the student has had previous SEMH difficulties over a period, all staff have a duty to consider the needs of SEN and disabled users and to make reasonable adjustments to follow the advice laid out in this policy.

Our SEN policy works in conjunction with our SEN Information report (website) which sets out how this policy is implemented in the college.

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

Complaints about SEND Provision

Complaints about SEN provision at Sports Connect should be made to the Head of Inclusion in the first instance. They will then be referred to the college's complaints policy.

Please refer to Sports Connects complaints policy [Complaints, comments and compliments policy.docx](#)

Refer to SEND Code of Practice Chapter 11 Pages 244 – 273