Special Educational Needs Information Report 2026/27

Contact Details & Key Staff

New College Pontefract	Address: Park Lane, Pontefract, West Yorkshire, WF8 4QR
	Phone: 01977 702139
	Email: reception@nclt.ac.uk
Principal	Chelsea Branson
Vice Principal / SEND Senior Link	Jessica Miller – Email: Jessica.Miller@nclt.ac.uk
Special Educational Needs Coordinator (SENDCo)	Sarah O'Neill - Email: Sarah.ONeill@nclt.ac.uk

New College Pontefract works mainly with these Local Authorities, links below:

Wakefield	https://wakefield.mylocaloffer.org/Home
Barnsley	https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783
North Yorkshire	https://www.northyorks.gov.uk/send-local-offer
Leeds	https://leedslocaloffer.org.uk/#!/directory
East Riding	https://www.eastridinglocaloffer.org.uk/
South Yorkshire	https://www.doncaster.gov.uk/services/schools/local-offer-send

How do we work?

We work to the principles and guidance of the **SEND Code of Practice: 0 to 25 years.** (Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014)

Please refer to the New Collaborative Learning Trust SEND Policy for further details (can be found on the **NCLT Policies Page**).

The Special Educational Needs Policy ensures all staff take responsibility for the identification and inclusion of students with SEND as an integral part of raising standards:

- Robust systems are in place and reviewed to ensure young people with SEND do not feel directly or indirectly discriminated against, harassed or victimised.
- All students are identified and supported through co-operation and partnership with parents/carers and outside agencies in line with the guidance in the SEND Code of Practice: 0-25 years.
- All students, parents/carers will be fully included in the educational and social life of the college, and students will be involved in the development of their own learning.
- All students will be supported so that they can achieve, progress, and reach positive destinations in adult life. This includes higher or further education, employment, further training, independent living, achieving good health and participating in the community

Identification and Assessment

Most students with SEND will be identified in their transition from school to college. Evidence provided will be used to put reasonable adjustments in place according to need. College teaching staff will work with Study Support Staff to identify where a student may be having difficulty which may be because of SEND. Students or their parents may also identify difficulties.

Where an assessment shows support is required:

- The College will use its best endeavours to ensure appropriate support/interventions are put in place. The College will ensure planning for support involves the student and parents/carers, and takes in to account their views about their aspirations, their needs and what support would help them best.
- In cases where specialist assessment or provision is required externally, the College will look to signpost students and parents/carers where appropriate.

The SEND Team at New College Pontefract

At New College Pontefract, the SEND Team is referred to as The Study Support Team and comprises of a qualified and experienced SENDCo, an Assistant SENDCo, Access Arrangements Assistant and ten Study Support Tutors.

The team has knowledge and experience of working with many Special Educational Needs including Autistic Spectrum Conditions, Specific Learning Needs and Physical and Medical Need. We work with professionals such as medical professionals and Local Authority professionals in order to support individual need.

Students may have an Education and Health Care Plan. These are documents drawn up by the Local Authority for children or young adults with Special Educational Needs and Disabilities in accordance with the SEND Code of Practice.

An EHCP describes the young person's special educational needs and any health and social care need and establishes desired outcomes across education, health and social care for the child or young person whilst stating how services will work together to meet need.

Transition is very important for students with SEND, but especially for those with EHCPs. We contact secondary schools as soon as we are aware of an application so that we have support in place on entry and can offer additional transition experiences if necessary. EHCPs are reviewed at least annually with the Local Authority Officer, all relevant agencies, the student and their parent/carer.

The majority of students with SEND will not have an EHCP.

How do we support students?

The Study Support Team collate and share information to help teachers and Progress Tutors adapt the way they support students. This information is available on our internal reporting system and is updated as necessary.

Support offered includes:

- **Liaison with teachers and Progress Tutors.**
  It is the responsibility of the class teacher to include students with SEND, to carry out planning and manage support, and provide resources to enable them to access a broad and balanced curriculum. Teachers will work with the Study Support Team to maximise the effectiveness of support.
- **Adapted teaching**
  Teachers may be guided to adapt teaching. This may include, but is not limited to adaptations such as printing on coloured paper, more frequent checking of understanding, additional explanation of subject specific vocabulary, proving adapted handouts etc.
- **In-class support.**

Occasionally Study Support Tutors may attend lessons in order to revisit concepts with students in support sessions.

- **One-to-one support sessions.**
  Students work with a Study Support Tutor, agreeing what support is most effective. Tutors are in regular contact with students, teachers, parent/carers (if appropriate). The sessions offer support with drafting, study skills, revision, editing, organisation, grammar, social support, subject specific support etc.
- **Opportunities for time out or quiet space.**
  There are times that students may just need time and space to allow them to refocus.
- **Exams access support**
  It is the duty of the SENDCo to consult with and assess students for access arrangements, and to ensure these arrangements are communicated and implemented as a normal way of working. The SENDCo will liaise with the Access Arrangement Officer and Exams Officer to ensure all access arrangements are applied in all external assessments. Assessments are conducted by the SENDCo who holds the specialist assessor qualification.
- **Physical and/or Medical Support**
  The Study Support Team collate information about individual need. This will be collected from the student, parents, carers, medical services and shared as appropriate with College staff.
- **Social, emotional, mental health support**
  Progress Tutors ensure all students receive pastoral support. Safeguarding issues and issues relating to student mental health, are referred to the Safeguarding Team in college. For more information see our Safeguarding Policy and Procedures. The College has two Counsellors who are able to offer sessions to between 10 and 12 students per day.

Reasonable adjustments are made clear to teaching staff to enable them to plan and deliver a supportive and inclusive learning experience. Information about the needs of students with SEND, including updates about the support they receive from Study Support Staff, are available to teaching and pastoral staff in college. Staff can use this information to plan differentiated lessons.

Class teachers, teaching departments and Progress Tutors monitor all student performance and attendance. Study Support Staff monitor students with SEND and regularly review the support in place at each assessment point. Study Support Tutors may discuss Cedar assessment data with students in order to inform future planning and to monitor progress or celebrate improvement.

Chat and Chill Zone: The department offers social support via a daily social intervention. This is a lunch-time club and is aimed at offering social contact for students who may not feel confident in making friendships in college. All students, including those with SEND are encouraged to participate in Extra Curricular Activity and this is closely monitored. If necessary, this may be supported by a Study Support Tutor, especially during initial sessions.

Evaluating effectiveness of SEND Provision

The SENDCo monitors student progress via:

- Reviewing progress according to assessments data
- Reviewing progress towards meeting specific targets for students who have a termly support plan
- Discussion with teachers
- Discussions with students
- Discussions with Study Support Tutors
- Liaison with parents/carers

Sharing Information with parents/carers

Parents/carers are welcome to contact Study Support Tutors or the SENDCo via email or phone to discuss progress and/or concern. Study Support Tutors provide regular contact with parents/carers of students with an EHCP or for those they meet on a regular basis. Please contact Sarah O'Neill or your child´s Progress Tutor if you have a concern you would like to discuss.