



**Keats Engineering and Education Ltd in partnership with Pontefract Collieries
FC: Special Educational Needs, Disability, Equality and Inclusion Policy**

Tom Wiles (Director of Education)

Tina Connell (SENDCo)

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Positional Statement and Scope

Keats Engineering and Education Ltd in partnership with Pontefract Collieries FC value all learners and celebrate diversity of experience, interest, and achievement. All learners need to experience praise, recognition and success, and children or young adults with SEND (Special Educational Needs and Disability) have equal entitlement to this.

This policy outlines the framework for Keats Engineering and Education Ltd in partnership with Pontefract Collieries FC to meet its duty, obligation and principal equality values to provide a high-quality education to all of its learners, including learners with SEND, and to do everything it can to meet the needs of learners with SEND.

Through successful implementation of this policy, Keats Engineering and Education Ltd in partnership with Pontefract Collieries FC aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between learners with SEND and those without SEND.

Keats Engineering and Education Ltd in partnership with Pontefract Collieries FC will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of children, parents, and young adults in decision-making
- The identification of children and young adult's needs
- Collaboration between education, health, and social care services to provide support
- High quality provision to meet the needs of children and young adults with SEND
- Greater choice and control for our learners and parents over their support

- Successful preparation for adulthood, including independent living and employment.

Identifying SEND

Keats Engineering and Education Ltd in partnership with Pontefract Collieries FC has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for our learners.

Keats Engineering and Education Ltd in partnership with Pontefract Collieries FC is an independent learning provider who works with children and young adults from 11 years of age. Part of the induction programme requires learners to clearly identify any SEND they may have, but we do not assume that is conclusive and that staff are aware of all learners' needs. Staff remain vigilant to ensure our learners get all the support they need to achieve their full potential.

With the support of the Director of Education, tutors will conduct regular progress assessments for all learners, with the aim of identifying learners who are making less than expected progress.

Progress will be characterised using the following stipulations:

Progress is significantly slower than the class average, from the same baseline

- Progress does not match or better the learner's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress.

Definitions

For this policy, a learner is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Communication and interaction

Learners with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

Keats Engineering and Education Ltd in partnership with Pontefract Collieries FC recognises that:

- Learners with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have difficulties with social interaction.
- 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 the different aspects of speech, language, or social communication at different times of their lives.

The Director of Education and SENDCo will work with learners, parents and language and communication experts (where necessary) to ensure learners with communication and interaction difficulties reach their potential.

Cognition and learning

Learners with learning difficulties may require support – Keats Engineering and Education Ltd in partnership with Pontefract Collieries FC will offer learning support through much smaller group sizes.

We understand that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The Director of Education will ensure that any provision offered will be suitable to the needs of the learner.

Specific learning difficulties (SPLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Social, emotional, and mental health difficulties

Learners may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive, and disturbing behaviour.

Keats Engineering and Education Ltd in partnership with Pontefract Collieries FC recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and we will work with outside agencies to offer support.

Sensory or physical needs

Impairments that prevent or hinder learners from using the facilities, such as vision impairment (VI), do not necessarily have SEND. Keats Engineering and Education Ltd in partnership with Pontefract Collieries FC will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A learner with a disability is covered by the definition of SEND if they require special educational provision.

Roles and responsibilities

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The Director of Education will be responsible for:

- Communicating with learners with SEND and their parents when drawing up policies that affect them
- Identifying, assessing, and making provision for all learners with SEND, whether they have an EHC plan or not
- Securing the special educational provision called for by a learner's SEND
- Making reasonable adjustments for learners with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Taking necessary steps to ensure that learners with disabilities are not discriminated against, harassed or victimised, e.g., in line with the Equality and Diversity Policy
- Preparing the arrangements for the admission of learners with SEND and the facilities provided to enable access to the centre
- Regularly monitoring Keats Engineering and Education Ltd in partnership with Pontefract Collieries FC policies and procedures, to review their impact on learners with SEND, including on their mental health and wellbeing
- Cooperating with the LA in drawing up and reviewing the Local Offer
- Ensuring that tutors monitor and review our learners progress during the academic year
- Cooperating with the LA during annual EHC plan reviews
- Ensuring that those who are tutoring or working with learners with SEND are aware of their needs and have arrangements in place to meet them
- Ensuring tutors have an established understanding of different types of SEND

- Establishing and maintaining a culture of high expectations and including learners with SEND in all opportunities available to other learners
- Consulting health and social care professionals, learners, and parents to ensure the needs of children with medical conditions are effectively supported.

The role of the SENDCo

The SENDCo plays a crucial role in supporting post-16 students as they work towards achieving their targets outlined in their Education, Health and Care Plans (EHCPs). Our SENDCo is currently pursuing a Level 5 qualification to become a certified counsellor for children and young people. This added expertise will significantly enhance the support we provide, particularly in areas of wellbeing, counselling, and SEN support, as our SENDCo will bring advanced, specialised training to these integrated services.

With this enhanced skill set, our SENDCo will continue conducting regular wellbeing check-ins and maintaining close communication with students, parents, teachers, and external agencies. This approach ensures that each student's unique needs are understood and met through targeted interventions, carefully aligned with the goals set out in their EHCPs, including academic, social, and life skills development.

In preparation for transitioning to mainstream education or employment, the SENDCo works collaboratively with students to build independence and resilience. This includes helping students enhance key skills such as time management, self-advocacy, and problem-solving, which are essential for success in both higher education and the workplace. In addition, the SENDCo ensures that students have access to work experience, vocational training, and employability skills opportunities that align with their future aspirations.

By focusing on building confidence and practical abilities, alongside providing the necessary academic support, the SENDCo plays a pivotal role in preparing students for their next steps, whether that be entering mainstream settings or moving into meaningful employment. Regular reviews of progress against EHCP targets ensure that the support remains relevant and responsive, helping students to achieve positive and sustainable outcomes.

Reasonable Adjustments

Reasonable adjustments are the changes that are made to a learner's education, so that they're not at a disadvantage compared to others. The term reasonable adjustment is often used in a quite general way to apply to all children and young people with SEND. But in law, it's specifically about the changes made to support a disabled child/young person. Every single person is unique. We all have different strengths and things we struggle with. If our learners have a Special Education Need/Disability that is diagnosed or not or just struggle with some aspects of their learning we will make sure we make changes so that they can still make excellent progress and enjoy their learning.

Complaints

All staff, learners, volunteers, and visitors are within their rights to make a complaint / make it known if they believe they are being or have been subjected to bullying, harassment, victimisation, or discrimination. This includes anyone with whom they may come into contact. All complaints will be dealt with on a case-by-case basis, will be dealt with fairly and all complainants will have the right to protect their anonymity. Any person(s) found to be in breach of this policy will be subject to internal investigation and disciplinary procedures. Please see our Complaints and Appeals Procedure document which is available on our website.

Further information can be found in the department's:

- [SEND Code of Practice 0 to 25 years](#), and
- [Supporting Pupils at School with Medical Conditions](#).

and from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service which can be found at: councilfordisabledchildren.org.uk

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- Mencap - advocates for individuals with learning disabilities and provides specialised advice and information for professionals working with children and young people.
- NSPCC - focuses on safeguarding children with special educational needs and disabilities (SEND) and provides specialised child protection support for deaf and disabled children and young people.

Policy Reviews

This policy will be renewed annually. For further information or to discuss any concerns regarding this, or any of our other policies and procedures, please contact: t.wiles@keatsee.com