

# **LINK19 COLLEGE**



## **SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY & INFORMATION REPORT**

Date: Summer 2025

Review Date: Summer 2026

# LINK19 College

## SEN & Disability Policy/SEND Information Report

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014 (last updated 12<sup>th</sup> September 2024)

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51 – Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, September 2021

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following college policies

– Behaviour & Wellbeing Policy, Safeguarding Children and Vulnerable Adults Policy, Complaints Policy

### **Definition of SEN *per the SEN Code of Practice***

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### **Definition of disability *per the SEN Code of Practice***

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'...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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'

### **Admissions**

The admission of learners with EHCPs to specialist provisions is a decision for the local authority (LA) who has statutory responsibility for arranging their placement.



## LINK19 College

### SEND INFORMATION REPORT

<b>Registered Address</b>	<b>LINK19 College, LINK Centre, Block H, Dering Way, Gravesend, DA12 2DP.</b>
<b>College Address</b>	<b>LINK19 College, LINK Centre, Block H, Dering Way, Gravesend, DA12 2DP.</b>
<b>Phone Number of LINK19 College</b>	<b>01474 555799 Option 2</b>
<b>General enquiries</b>	<b><a href="mailto:enquiries@link19college.ac.uk">enquiries@link19college.ac.uk</a></b>
<b>Email of Head of LINK19 College</b>	<b>mfrancis@link19college.ac.uk</b>
<b>Website</b>	<b><a href="http://www.link19college.ac.uk">www.link19college.ac.uk</a></b>

#### College's Inclusion/Mission statement

LINK19 College's Mission is to deliver a range of educational, employability and life skills development for post-19 learners with LINK19 College as named provision in an Education Health and Care Plan.

#### 1. How will both you and I know how my young person is doing and how will you help me to support my young person's learning?

- Teaching and support staff share information with you and ensure you are as involved as possible in your young person's progress.
- Parents for whom English is not their first language are offered the opportunity of a translator at Annual Reviews, where possible, communications are translated or parents/carers are signposted to a translation facility.
- Should you have any questions regarding your young person's progress we will want to be able to discuss this and work with you to resolve them. The college has an open door policy and encourages parents / carers to become as involved as possible.
- All learners have personalised targets that will address barriers to learning and equally maximise learning potential. Your young person's progress is measured on a termly basis using a range of assessments tools

against which we can measure and benchmark progress against other learners with similar needs locally and nationally. Learners are set targets annually at the Annual Review and these are reviewed termly.

- We will share the data on your young person and their target progress at parents Consultations and Annual Reviews.
- The ethos of 'High expectations' is embedded not only in the curriculum targets set for your young person, but in our behaviour expectations. We believe in a focus on whole learner development.
- We will want to involve you in discussing progression routes for your young person during parent/carer consultations or annual review meetings in college.
- Learners at LINK19 College are assessed termly and extensive evidence of achievement is collated.
- Photographic records of achievement are kept for some learners.
- Annual reviews are held to consider a learners' statement and review their progress. (Review meetings are statutory meetings that must be held each year to monitor each EHCP.)
- Parents/carers are able to visit college to meet with staff, a phone call to arrange a mutually convenient time is all that is required.
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## **2. How accessible is the college environment?**

- The LINK Centre is based at North Kent College, Gravesend campus and is a secure building with its own electronic access controlled by college reception. Access to the first floor is by stairs and a lift.
- There are a full range of toilet facilities and the building is wheelchair accessible.
- The LINK Centre has a life skills flat for use by LINK19 College.
- Disabled parking bays are available for parents, carers and visitors close to the Link building.
- Equipment such as standing frames and specialist seating are purchased by the college or the local authority to support the needs of those learners who require them.
- The multi-disciplinary approach to our work with learners ensures that their all-round developmental needs are met.
- Learners based at LINK19 College based at North Kent College are taught by Ifield School staff on secondment to LINK19 College.

## **3. How does the college know if young people need extra help and what should I do if I think my young person may have special educational needs?**

- Learners attending LINK19 College will have an Education, Health and Care Plan, (EHCP).

- The EHCP will have identified the college as the most appropriate placement and set out the learner's primary and additional needs.
- All learners will have an Annual Review of their needs. This is to ensure that the college remains the best placement and that the EHCP continues to identify all the provision the learner requires.
- We will discuss learning requirements with learners and parents / carers. A joint collaborative approach is what we foster and the primary source of information and insight into many learners are their parents / carers.
- We use a range of assessment tools, both internal, County wide and National to measure the progress of each individual learner. This ensures we have personalised information on your young person's progress which we will share with you on an annual basis.
- Close collaborative working with learners, you, therapists and other practitioners such as specialist teachers for Hearing and Visual Impairment and Educational Psychologists, ensures we identify where any additional support which may be of value for the learner and with agreement of the learner and parents / carers, referrals will be made.
- We provide parents with copies of learner timetables. We invite parents / carers to discuss progress and future targets with us at Annual Reviews and at end of term parent / carer consultations when we will provide information on how learners are achieving.
- Parents / carers may approach the college themselves if they have questions regarding their young person. They will be invited to talk to their designated staff member and or class tutors and where appropriate senior staff who will discuss processes and procedures to them and explain about the college.

#### **4. How will college staff support my young person?**

- The EHCP will outline a learners needs, recommend resources, teaching programmes and multi-agency involvement. The designated staff member or form tutor coordinates and oversees the implementation of the plan, setting outcomes and sharing these with learners and their parents / carers and all the staff who are working with the learner. Outcomes are reviewed termly to ensure they are effective and impact on a learners progress.
- Through rigorous assessments of learners, working closely with all agencies and providing personalised programmes of study we will endeavour to ensure we provide every support for your young person.
- Through individual assessment, whole college assessment and on-going research we identify any changes in needs and the additional provision that we need to develop to provide for this.
- LINK19 College offers small tutor groups and a where required a high ratio of staff to learners. Learners are supported in college based activities and work placements by a range of support staff.
- In exceptional cases learners with very complex needs may have one-to-one support. All arrangements will be explained when a learner is enrolled to college.

- The college has an 'open door' policy and welcomes parents / carers into college.
- The college continually carries out a process of self-evaluation which includes lesson observations, the monitoring of planning and curriculum reviews in response to National initiatives.
- LINK19 College directors visit regularly and have oversight of the college provision and ensure through continual monitoring and regular meetings that standards are maintained and improved.
- Ofsted inspections will take place regularly.

## 5. How will the curriculum be matched to my young person's needs?

- The curriculum is personalised to learners' needs and their learning will be differentiated to enable them to make progress. This may mean that in college based activities, there will be different levels of work set for learners, most often at an individual level.
- The provision of clear achievable and frequently reviewed EHCP outcomes and targets reflects the needs of the learner.
- Learners work at levels appropriate to their attainment and achievements plus a wider curriculum in line with their individual needs.
- The Curriculum is themed where appropriate and relevant to enable learners to recognise and understand the links between learning in different subjects.
- Technology is used to support and enthuse learners about learning. The college has full Wi-Fi coverage, with Interactive Smart Boards in all classes and access to a host of computers and tablets to meet all abilities and needs.
- The college have access to specialist Speech and Language Therapists through Mable Therapies and Occupational Therapy through KLR Occupational Therapy.
- Learners are grouped according to their learning needs, interests and learning styles. This ensures that they receive the greatest challenge and provides for an appropriate peer group. As tutors plan together, where a learner would benefit from joining a different group for a particular element of the curriculum this can be managed enabling personalised learning in an individual timetable.
- The intended outcomes from LINK19 College are to increase the opportunities for employment and independent adulthood for a range of young people with significant needs whose statutory education was within a specialist setting.

LINK19 College is a Specialist Post-19 Institution for 19 to 25 year old learners. LINK19 College offers full-time study programmes that provide individualised learning experiences. These develop key employability and life skills for learners with a range of significant learning needs, including communication and interaction (C&I). Learners may have associated conditions such as an Autistic Spectrum Condition (ASC), epilepsy or other health needs. Learners are likely to require a flexible level of support to meet their assessed needs.

The admission criteria for LINK19 College include:

- *Learners are only eligible for a place if they have an Education, Health and Care Plan and LINK19 College has been identified as a suitable placement named in the learner's EHCP.*
- *Learners are only eligible if LINK19 College is suitable as a provision for the learner*
- *Learners are able, with support, to develop key employability and life skills*

In addition,

- *The nature of the learner's needs and previous educational experience are not detrimental to the safety and well-being of all learners educated at LINK19 College*
- *Learners needs and educational requirements cannot be met in mainstream provision*

All places are subject to availability of funding and higher needs funding eligibility criteria. Staff at LINK19 College will assess learners who are referred in their existing provision (if possible) before their place is confirmed to ensure that the college is able to meet their needs. Formal risk assessments may be necessary to identify the medical or care needs of an individual learner in order to determine suitability and/or compatibility with the needs of existing learners.

Learners will have identified learning goals and aspirations that will allow them to access opportunities to experience the world of work, develop independent living skills and make independent choices and decisions in an adult context. The college will work with learners on an individual basis to access employment where possible.

Learners will develop employability skills necessary for securing, keeping and being successful in a job. These skills support learners to develop essential transferable skills such as making critical decisions, the ability to solve problems, and develop respect for example.

LINK19 College is part of the Skills Builder Partnership promoting the 8 core skills; Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork. These skills are thread throughout the core curriculum and promoted in all aspects of college life.

Independent life-skills are supported through discreet sessions designed to help learners develop independent living skills. Areas covered will include, personal hygiene, cooking, eating and nutrition, money management and community access.

Learners access accreditation ranging from Entry Level 1-3 to Level 1 -2. LINK19 College is committed to the continual improvement of learners' English and mathematics levels of attainment and increasing learners use of both English and mathematics in a functional, meaningful way.

A range of support strategies are used to support learners' at LINK19 College all of whom have significant learning needs. At LINK19 College learning needs may fall within a range of definitions and teaching and learning styles will be adapted appropriately to meet the needs of the learner.

At LINK19 College, it is important that learners' individual needs are met in line with the admission criteria, a summary of which can be seen below.

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- Learners are able, with support, to develop key employability and life skills
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In addition,

- The nature of the learner's needs and previous educational experience are not detrimental to the safety and well-being of all learners educated at LINK19 College
- Learners needs and educational requirements cannot be met in mainstream provision
- Learners are prepared for independence as they approach adulthood. They are encouraged to take responsibility for their own learning, behaviour and organisational skills and are offered curriculum opportunities including vocational and practical learning and external work experience placements.
- As well as taking a range of accreditation pathways, learner's strengths in particular areas are recognised and catered for accordingly.
- Learners follow an accreditation pathway which is appropriate for their ability.
- The quality of teaching and learning, curriculum, lesson planning and progress are rigorously monitored by the College Leadership team.
- Learners are continually assessed to ensure that their needs are met and they are given the opportunity to make good or outstanding progress.
- Individual pathways are followed and planned by college staff using their knowledge of the learner. Learners all have varying needs which are met within our small highly staffed tutor groups.
- All teaching staff have experience and expertise in the area of special educational need.

- Staff support learners in all areas of the curriculum. Support staff who have received work placement supervisor training support learners on supported work placements.
- Differentiation takes place throughout the college according to cognitive ability, sensory or physical needs. Staff may work in small groups or individually with learners to maximise learning.
- Learners have varying therapy needs. At LINK19 College we work closely with therapists to ensure that the learner's all-round development needs are addressed.

## **6. What support will there be for my young person's overall well-being?**

- We are committed to safeguarding and have robust systems in place to monitor the well-being of each learner. This includes a focus on vulnerable adult protection and rigorous reporting and recording including a high awareness of the requirement for Whistle Blowing. We will ask parents and carers for any reasons they may know of with regard to any bumps and scrapes in the same manner that we would happily provide this information along with collaboration into investigating any changes in presentation.
- Health and Safety is closely monitored with risk assessments undertaken for any and all potentially hazardous activities. The need for risk assessments is also built into all curriculum policies and the daily running of the college including all off-site activities. Where particular risk assessments are centred around the learner we involve parents and seek their agreement when any activity is outside what parents may expect the college to undertake, e.g. if we plan to reduce supervision to shadowing when working on independence in the community.
- We are committed to multi-agency working to ensure that the needs of the whole learner / young adult are met.
- Some learners have a health care plan which identifies the administration of medication when required. It also identifies emergency procedures to be followed, where appropriate.
- Learner voice is encouraged in all areas of the college through regular meetings of the learner committee.
- Learners, where appropriate, contribute to the annual review of their EHCP through a person centred review process. Where possible learners know their targets and can describe their next steps of learning to achieve those targets.
- Staff know individual learners very well and any learner requiring additional support will be offered it from a staff member.
- Staff build strong working relationships with the learners which supports the delivery of focussed support in areas such as PSHE and Relationship & Sex Education.
- Built into all that we do is the ethos of working with parents as this is the best way to support the learner and understand how best to meet their overall well-being.
- LINK19 College has an effective pastoral, medical and social care network which supports both learners and their parents/carers.

- Where possible tutor groups are kept small and staff to learner ratios are high which means that staff become very familiar with all of the learner's needs and are able to offer support as required.
- Learners have a caring and positive attitude towards each other encouraged and fostered by the positive example set by staff.
- British values and college values support learners in their understanding of their special needs.
- Empowerment and the development of self-esteem and confidence are high priorities for the college.
- The college caters for learners with a wide range of medical needs. The administration of medicine is managed by LINK19 staff. Each learner has an individual protocol regarding their medical needs and staff are familiar with each protocol for the learners with whom they work.
- Safeguarding procedures at LINK19 College are followed to a high level as the college acknowledges the vulnerability of many learners with special needs.
- All staff have received safeguarding training and are fully aware of procedures.
- Behaviour at the college is very good.
- Where appropriate, individual behaviour plans and engagement programmes are in place for learners requiring them.

## **7. What specialist services and expertise are available at or accessed by the college?**

- Both teachers and support staff have a programme of training which keeps them up to date with all of the specialist skills necessary for working with young adults with special educational needs.
- We liaise closely with other agencies who work collaboratively with college staff in meeting the wider range of learners' needs including social workers, respite providers, health care consultants, wheelchair services, etc.
- The college is committed to ongoing training for staff and should a learner present with a need beyond the staff experience knowledge and training will always be sought.
- A high number of staff receive training in first aid and moving and handling. Some staff have specialist medical training in the administration of medicine including rescue medication.
- The college works in a multi-disciplinary way to support learner's all round needs. Learners at LINK19 College have access to a wide range of professionals according to their needs: physiotherapists, occupational, speech therapists, the visual and hearing support services and the community nursing teams.

## **8. What training are the staff supporting young people with SEND having or have had?**

- The college has a thorough induction programme, ensuring all staff receive a core training in, Safeguarding, Whistle Blowing, Prevent and FGM and then any additional training required to meet the needs of the

individual learners with whom they are working, e.g. PECS, Epilepsy awareness, Moving and Handling,

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- All staff follow an appraisal programme that identifies training requirements both in terms of individual roles, but also whole college priorities.
- All teachers and support staff are trained in developing their teaching skills through a rigorous system of lesson observation and actions to improve teaching and learning.

#### **9. How will my young person be included in activities outside the classroom including offsite visits?**

- Our off-site visits are designed to enhance curricular and community opportunities for all our learners and provide a wider range of experiences for our learners than could be provided on the college as well as promoting the independence of our learners.
- Learners have the opportunity to take part in a range of offsite activities appropriate to their individual needs.
- LINK19 has access to minibuses and a car which are used for travelling to and from work placements and visits to local community facilities.
- All visits and activities are risk assessed to ensure they are appropriate for individual learners.
- Before any residential visit, opportunities are provided for parents /carers to be an active part in discussions around the visit.
- All learners are included in offsite visits and activities outside the college supported by college staff who are familiar with their needs.
- Activities are organised throughout each term which support individualised learning programmes.

#### **10. How will the college prepare and support my young person to transfer to a new setting or the next stage of education and life?**

- Parents and learners are invited to visit the college prior to applying for a place and at any time through the application process.
- We work closely with learners, parents / carers and the local authority to ensure that learners are offered provision that meets their needs.
- Learners are encouraged to access transition opportunities, such as visiting further provisions for taster days or part days.
- Where appropriate the college will provide social stories and photographs to enable learners to prepare for any change, such as a move to a new tutor group, work placement or supported internship. In these instances we work closely with the learners and parents / carers to make the transition as smooth as possible.

- Transition planning is a vital part of the annual review process. The college works closely with the parents / carers and hosts regular meetings with parents throughout the young adults placement at LINK19 College to ensure everything is in place.
- Wherever possible the college will support learners to make pre visits and spend time in a new placement and will also liaise with future provisions to have all the necessary strategies in place to make a transition successful. The college will also follow this up after the learner has left to ensure future placements can be maintained and supported.
- The extracurricular activities offered are part of our aim to raise a positive awareness of our young people in the community, and this is achieved through involvement in events and supported internships.
- Information such as current reviews, annual review paperwork, EHCPs and current therapy and medical reports are shared with all professionals involved.
- Learners leaving college for FE colleges or residential colleges will be supported.
- Learners may attend local colleges on linked courses prior to leaving LINK19 College.
- A period of transition will be supported by staff from LINK19 College to ensure that staff are fully aware of any individual educational, medical and care needs.

## **11. How are the college's resources allocated and matched to young people's special educational needs?**

- The significant proportion of the college's funding provides a high staffing ratio to ensure we maintain small tutor group sizes that enable small group work wherever possible
- Individual assessments of learners are used to identify what specific provision is going to be needed to best support the learner's progress. This is recorded and then measured to identify the extent to which it has had a positive impact on their progress. In this way we monitor the effectiveness of the provision provided for each learner, identify what works so we can target funding in that direction and equally what we may need to develop to build on the impact gained.
- All our classes are provided with resources to ensure the delivery of a personalised curriculum.
- Funding for all learners at LINK19 College is made via the Local Authority and Education and Skills Funding Agency. All learners receive a planned placement and top up funding dependent upon their level of special educational need.
- The college budget is set and managed by the LINK19 College Lead in consultation with the board of directors.

## **12. How are parents / carers involved in the college? How can I be involved?**

- We aim to work in close collaboration with parents / carers where appropriate.
- Successful outcomes for learners are accelerated and successful when parents / carers and college work together.

- Communication channels such as:
  - home/college journals,
  - Regular Parent/Carer consultation to review and set targets,
  - Annual Reviews
- The college will ensure that parents / carers are given up to date information regarding college dates and events.
- The college will involve parents / carers (where applicable) as soon as a concern has been raised.
- The Annual Survey provides parents / carers with an opportunity to comment on the college and all comments receive feedback.
- The College Lead organises several events a year for parents / carers and families to visit college and socialise. For example parent coffee mornings or the Christmas market
- There are regular opportunities available for parents / carers to discuss concerns where necessary.
- The college will ensure parents / carers have clear knowledge and information about progress.
- Parents / carers are always welcome to visit college by prior arrangement and phone calls between home and college are made frequently.

### **13. How is the decision made about what type and how much support my young person will receive?**

- The EHCP will outline the support required including any High Needs Funding. In addition, the college will undertake a personalised assessment of each learner to identify what additional provision, resources and staffing a learner would benefit from having access to and we will work with you to inform you of how we will provide this information.
- The approaches we will use will be based on an assessment of need and this includes looking at the best learning style and environment for individual learners alongside providing an appropriate learning peer group.
- We group learners to provide appropriate peer / learning groups of learners across an age group based on ability, learning style, learning approaches, interests, aspirations and the curriculum offer that will best meet learner needs. Groups are flexible and a learner may move between groupings or pathways for certain areas of delivery to ensure our offer is as tailored as possible.

### **14. How are young people included in the planning for their support and provision?**

- Learners form good relationships with their tutor group and support staff which enables them to express their views which are incorporated into every aspect of their education and make choices about their learning.
- Before entry into college learners are encouraged to make preliminary visits and express their opinions about the provision.

- Learners contribute towards their annual review meetings, and some learners attend the meetings and join in discussions.
- The college has an active learner committee whose members express opinions about college and make suggestions which support planning for future developments.
- Learners are highly encouraged to develop self-advocacy and independence.

**15. How does the LINK19 College board involve other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of learners with Special Educational Needs and in supporting the families of such learners?**

The Board of Directors have engaged with the following bodies:

- Department for Work and Pensions (DWP)
- Membership of professional networks

**16. Who can I contact for further information?**

- For parents / carers the first point of contact is the designated staff member or form tutor.
- If you need more general information about the college, contact the college office who can signpost you with the most appropriate person to answer your questions / offer support.
- You can contact the local authority on 03000 419345 to discuss placement issues relating to your young person.
- The college's web site is: [www.link19college.ac.uk](http://www.link19college.ac.uk) . The website contains further information about the college.
- The Local Authority's Local Offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> .
- Information Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-25) including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

**HELPLINE:** 03000 41 3000  
**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

## **17. What should I do if I have a complaint?**

- We encourage parents / carers to discuss their concerns with their designated staff member or form tutor or a member of the Leadership Team as soon as the concern is raised and before a formal complaint is made. It is important to us that complaints are dealt with swiftly and efficiently as this can have a negative impact on all concerned.
- Please refer to the college Complaints Procedure and Policy for clarification which can be found on our college website.
- There are some circumstances, usually for young people who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the college.

## **Single Equalities Scheme Impact Assessment**

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the college.

*LINK19 College is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement.*

Reviewed Date: Summer 2025

Review Date: Summer 2026

APPROVED by LINK19 College board of Directors.

Signed by LINK19 College Lead:.....