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SEND Information Report 2026-27

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SIXTH FORM EDUCATION AT ITS BEST

• RIGHTS
• RESPECT
• RESPONSIBILITY

1 Introduction

1.1 Reigate College's mission is to provide high quality education in a supportive community. All practices promote the right for our young people to actively participate in all aspects of college life, by ensuring barriers to participation are removed and actively promoting social inclusion and equality.

1.2 All Surrey schools have a similar approach to meeting the needs of young people with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all, regardless of their specific needs, make the best possible progress at post-16. Reigate College works with our various local authorities to ensure that the admissions process supports this policy of inclusion.

1.3 The SEND Information report aims to explain how we implement our SEND Policy. For further information, please see:

- Surrey Local Offer - Surrey County Council
- Learning Support Policy
- Accessibility Plan
- Equality Diversity and Inclusion Policy
- Anti-Harassment and Anti-Bullying Policy
- Exam Access Arrangements Policy
- Admissions Policy

2 What types of SEN does the College provide for?

2.1 The College provides for students with the following areas of need:

- Communication and interaction e.g. ASD
- Cognition and learning e.g. specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health e.g. Attention Deficit Hyperactive Disorder (ADHD), Attention Deficit Disorder (ADD), anxiety
- Sensory and/or physical e.g. hearing impairments, visual impairments, physical impairments

3 How does the College make sure the admissions process is fair for students with SEND disability?

3.1 Admission of students with SEND

3.1.1 Students with an identified learning need or disability, must meet the College entry requirements of five GSCE's (or equivalent) at grade 4 or above and apply by the College's application deadline. Students must identify EHCPs on the application form and it is advised for other learning needs or disabilities on the subsequent Acceptance and Registration Form, which are used to ensure that supportive measures are put in place to meet need. Students are invited to interview according to their admissions priority. At their interview, attendance, reports and references are reviewed and potential support is discussed.

3.2 Admission of students with an EHCP

3.2.1 Students with an EHCP must apply to the College by the published deadline in the Admissions Policy. Late applications will be processed in line with the Admissions Policy.

3.2.2 We have a duty to admit students with Education, Health and Care Plans (EHCPs) if we are named in the plan as the Post-16 Placement, dependent on a successful consultation having taken place with the relevant Local Authority, and whether the College can meet need.

3.2.3 All EHCP students are required to achieve the College entry criteria as set out in the College Admissions Policy. EHCP students should apply to the College using the College application process.

3.2.4 We must be consulted on all EHCP applications by the relevant Local Authority by March of the preceding academic year, in line with the SEND Code of Practice. Local Authorities should be in contact throughout all stages of the application and enrolment process.

3.2.5 Any final place at Reigate College is dependent on the Local Authority completing the consultation as directed by the SEND Code of Practice and the student achieving the College entry requirements. If a student enrols without disclosing possession of an EHCP plan, the College cannot ensure that the appropriate support will be provided.

3.2.6 Students with an EHCP will be interviewed and enrolled by a specialist team.

3.2.7 Students and families should be aware that the College is an open site, and students are not formally supervised during unstructured times.

4 Which staff will support my young person, and what training have they had?

4.1 SENCO Team

4.1.1 SENCO (Deborah Center), Deputy SENCO (Rob Walton-Kinghorn) and Assistant SENCO (Mel Harris) and can be reached at SENCO@reigate.ac.uk.

4.1.2 The SENCO team is responsible for all aspects of learning support in the College covering the identification, processing and application of appropriate support. The SENCO team liaises with appropriate departments such as Exams, Student Services, Admissions, Mentoring and teachers.

4.2 Teaching Staff

4.2.1 All our teachers receive in-house SEND training and are supported by the SENCO team to meet the needs of students with SEND.

4.3 Learning Facilitators

4.3.1 We have a team of Learning Facilitators who are trained to deliver SEND provision. Learning Facilitators undertake additional specific training to support students with different needs. Staff work with a range of student needs including those with visual and hearing impairments, and Autism, physical difficulties, specific learning difficulties and SEMH. We have a few Specialist Learning Facilitators who are trained to deliver interventions such as ELSA and Exam Access Assessments.

4.3.2 The Learning Support Team operate in the Student Support Hub (P103), where drop in and one to one or small group timetabled lessons take place. This space is also available for SEND students to use and access study materials or specific support and advice. The space is shared with our Student Wellbeing and Mentoring Department.

4.4 Pastoral support

4.4.1 The College has direct access to several internal forms of support including:

- Wellbeing Mentors
- Senior Tutors/Pastoral Support Managers
- Pastoral Directors
- Relate Counselling
- Careers Department
- Clubs and Activities

4.5 Governors

4.5.1 Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they receive an Annual Report from the SENCO on the progress of students with SEND.

4.6 External Agencies and Experts

4.6.1 Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN. These may include:

- F/HE 16+ (Post 16) Physical and Sensory Support (PSS)
- Qualified Habilitation Specialist
- Sensory support services
- QTVI and QTHI
- The Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Speech and Language Therapists
- Occupational Therapists
- Psychologists
- Psychiatrists
- NHS
- National Autistic Society and associated services
- Local Authority
- Other specialist services as appropriate

5 What should I do if I think my young person has SEND?

5.1 If you know your young person has SEND, please ensure this is included in their application to the College. We will discuss their needs at their applicant interview and may request additional information be uploaded through our Online Application System.

5.2 If you think your young person might have SEND after enrolment, please contact the Learning Support team via email at SENCO@reigate.ac.uk and one of the team will contact you to discuss your concerns. Any student at the College can also contact the team by email or by visiting the learning support hub. We will then meet with you and your young person to discuss any concerns and try to get a better understanding of their needs. This will be recorded on the student's Individual Learning Plan (ILP). If we decide that your young person needs SEN support, we will let you know through the ILP and they will be added to the College's SEND register.

6 How will the College let me know if we have any concerns about my young person's learning in College if they have SEND?

6.1 At Reigate College there are numerous data collection points across the year to help measure student progress. Each half term students will receive an Interim Report, this will contain a key assessment grade, which teachers use to measure a student's progress by. Parents are also invited to annual Review Meetings with their young person in each subject area, these take place in December for all students.

6.2 Should concerns be identified, teachers will communicate this home and liaise with the SENCO team. Parent consultation meetings occur each year, at the end of the autumn term. Concerns may also be raised at this point. If a student has been identified as not making expected progress across a range of subjects, we will organise a meeting with the student's senior pastoral manager and parents. Teachers will have provided feedback for these meetings. At the meetings we will:

- Listen to any concerns you as parents/student may have

- Plan any additional support interventions the student may be eligible to receive
- Discuss any referrals to outside professionals to support the student

7 How are students involved in decisions about their education?

7.1 Students work with their teachers to set their own targets based on interim reports, key assessments and ongoing feedback. All students are expected to attend annual Review Meetings. Students with an EHCP also have regular 1:1 key worker meetings and their outcomes are tracked termly.

8 How will the College adapt its teaching for my young person?

8.1 We offer an inclusive approach to teaching and learning, with high-quality teaching which is adapted for individuals where the course content and teaching allow. We recognise that Learning Support requires a whole College approach. Staff are made aware of the specific needs of students through the College Information Database (CID), with adaptive teaching in the classroom to accommodate those needs as a result.

8.2 Students who have disclosed needs are familiarised with key Learning Support Staff. They will meet a member of the Learning support team at enrolment, and some students will be invited into College pre-enrolment.

8.3 The College supports all students through the 'Graduated Approach' and assess, plan, do, review cycles:

Assess: Identifying whether a young person is presenting with an area of need.

Plan: Agreeing outcomes, interventions, and support that is needed to ensure the young person makes expected progress

Do: Implement support for a period of 6 weeks, to meet the individual needs of the young person

Review: Reviewing the support the young person has received and assessing the impact of the support against the young persons expected level of progress.

8.4 Teaching staff are responsible for accessing all Learning Support notes for their students via CID and responding to their needs appropriately in the classroom.

8.5 Students can access resources in advance of their lessons, to allow for pre-teaching and rehearsal of information. Students can access resources on SharePoint and review the assignments set on Teams. Students can use assistive technology to access their work e.g. immersive reader, read aloud and dictate.

8.6 The College can support students making a referral for diagnosis by asking teaching staff to submit evidence which is then collated for the student. The College will also take part in the consultation process for diagnosis. The College will facilitate external specialists, supplied by students and parents to carry out observational work to submit as evidence for their diagnostic assessment.

9 What further support is available?

9.1 Universal support

9.1.1 All students who attend Reigate College will have support options available to them. This includes:
- High-quality teaching
- Plus classes
- Tutor programme
- Rigorous structured learning and homework
- Wellbeing support

- Enrichment clubs
- Community events
- Careers guidance
- Interim Reports

9.2 Targeted support

9.2.1 In addition to the above, for students who require additional support due to a learning/medical/mental health need or disability:

- Reasonable adjustments to support access to learning
- Exam access arrangements as normal working practice
- SENCO drop-in support and specific teacher guidance
- Student Support Hub lunch club support
- Senior Tutor support

9.3 Personalised support

9.3.1 In addition to the above, for students with significant learning needs or disabilities who require personalised support:

- Personalised reasonable adjustments
- Intervention to support their development including Academic Mentoring, ELSA and Counselling
- Further diagnostic support
- Additional lessons and pre/post teaching support
- Referral into learning support or external agencies
- CAMHS support
- Pastoral Support Plan
- Use of assistive technology
- 1:1 weekly key worker meetings

9.4 Highly personalised support

9.4.1 In addition to the above, for students with EHCPs:

- 1:1 support in lessons, where outlined on the EHCP
- 1:1 weekly key worker meetings
- Annual Reviews at least every 12 months
- Specialist careers guidance
- Working with external agencies
- Intervention support, where outlined on the EHCP

10 Exam Access Arrangements

10.1 We request all documents relating to an individual need prior to commencement of the study programme, to ensure a smooth transition and best inform the teaching staff prior to teaching. Students are encouraged to discuss needs with the SENCO or delegated alternate upon interview and enrolment, to ensure the appropriate measures are put in place for key assessments, internal and external examinations.

10.2 Students identified by current teaching staff, specialist clinicians etc can be assessed for Exam Access Arrangements at the College. The College does not diagnose learning needs but can make online applications to Awarding Bodies.

11 How will the College support my young person's mental health and emotional and social development?

11.1 At universal level students are monitored by their tutor and senior tutor, moving to targeted support via their senior tutor and pastoral director. We provide extra pastoral support from the wellbeing team through:

- Peer mentoring
- Wellbeing mentoring
- ELSA referral
- On site counselling
- Enrichment activities

12 How will the College evaluate whether the support in place is helping my young person?

12.1 We will evaluate the effective of provision for your young person by:

- Reviewing their progress at each Interim Report
- Assessing the impacts of any interventions
- Gathering and reviewing teacher feedback and student voice
- Termly outcome tracking and holding an annual review for students with an EHCP

13 How is the decision made about the type of support and how will the College resources be secured for my young person?

13.1 Support is allocated in line with the graduated approach. Students may move between different waves of support after each cycle of intervention. The support is tailored to the individual needs of the students and on a case-by-case basis. This might be via the students, their senior pastoral manager or Learning Support Team.

14 How does the College support students with SEND to take their next steps?

14.1 The ethos of Learning Support at Reigate College is to enable all students to work as independently as possible in fulfilling their potential, by providing strategies and techniques that can be practised and honed to achieve this. The focus for students with SEND is on supporting learners to reach positive destinations in adult life. These destinations include higher education, further training, or employment.

14.2 On entry to the College, students will be invited to attend an initial interview to discuss their desired programme of study. Year 11 students will also be invited to attend Introductory and Choices Day. Both occasions allow students to attend subject taster lessons to ensure they have selected the correct set of subjects for them. At enrolment a specialist team will interview students with their results, to ensure they meet the entry criteria for each chosen subject. Senior staff and the SENCO will be available for discussion at enrolment.

14.3 We have a team of highly qualified Careers Advisors who work with students to make applications to university, employment, apprenticeships, internships etc. Students with EHCP's are entitled to a 1:1 careers interview to support them to take their next steps. Careers run drop-in sessions based in the Student Support Hub for students to speak with an advisor.

14.4 Students can elect a progression route at the end of the Lower Sixth, which provides them with specific support for their progression pathway in either UCAS or Apprenticeship and Employment.

14.5 The College has a Pathways programme, which is designed to enable students to receive specialist help in areas such as:

- Law
- Medicine

- The Arts
- Careers in Health
- First Aid
- Digital Skills

14.6 We also hold 'Get Ahead Day' where numerous universities, apprenticeships and employers attend the College. This provides an opportunity for students to attend talks hosted by the attendees. We also liaise with the Local Authority to support students with EHCPs to take their next steps after College.

15 How does the College support students with disabilities?

15.1 The College takes steps to prevent students with disabilities from being treated less favourably than other students. Our Equality, Diversity and Inclusion policy aims to support all students and can be found at Equality, Diversity and Inclusion Policy.

15.2 Facilities to help students with disabilities access the College include handrails, ramps, disabled toilets, lifts, fire alarm systems, tactile indicators for students with visual impairments, contrast strips for students with visual impairments, easy door open/closing plates, accessible classrooms with wider door openings, adjustable desks, assistive technology, access to resources in advance e.g. SharePoint, mentoring etc. The College's Accessibility Plan can be found at College Policies - Reigate College.

16 What arrangements does the College have in place to support students who are care experienced who also have SEND?

16.1 The Assistant Principal (Safeguarding and Interventions) will work with the SENCO to make sure that all teachers understand how a student with care experience's circumstances and their SEND might interact, and what the implications are for teaching and learning.

16.2 Students with care experience will be supported in the same way as any other student with SEND. However, Students with care experience will also have a Personal Education Plan. We will ensure that the PEP and any SEND or EHCP are consistent and complement one another.

17 Who in the College should I contact if I have any concerns?

17.1 In the first instance, if you have concerns, please contact the SENCO or your young person's Tutor. If you wish to raise a complaint about the College's SEND provision, please see the College's complaints policy at College Policies - Reigate College.