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Special Educational Needs (SEN) Information Report

Salisbury Sixth Form College

'Empowering a Future Generation'

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support and disability support works in Salisbury Sixth Form College.

If you want to know more about our arrangements for SEND, read our MLP Trust SEND policy. You can find it on our website [Magna Learning Partnership - Home](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the college provide for?

At Salisbury Sixth Form College we believe that our students' individual needs are a whole college responsibility. All teachers are teachers of students with Special Educational Needs & Disabilities (SEND) who, supported by the SEND team, make a valuable contribution to successful inclusion for all.

Salisbury Sixth Form College is an inclusive mainstream environment which provides for students who may have needs in areas defined by the Special Educational Needs Code of Practice 2015:

- ❖ Communication and Interaction needs
- ❖ Cognition and Learning needs
- ❖ Social, Emotional and Mental Health needs
- ❖ Physical, sensory and medical needs

2. Which staff will support my child, and what training have they had?

Our special educational needs & disabilities co-ordinator, or SENDCo

Nicky Miller is the college SENDCo and her responsibilities include arranging tests for access arrangements, meeting with SEND students to discuss progress, liaising with families regarding any SEND concerns and has oversight of EHCP student progress. Nicky holds the CPT3A access arrangement testing qualification and the NASENCo qualification.

Deputy SENDCo

Emma McAndrews's responsibilities include the management of the EHCP annual review process. Emma works closely with the learning mentors, teaching staff and parents to ensure that the EHCP students receive the help they need to progress onto their chosen destinations. Emma is working towards completing the NPQ SEND.

Learning Mentors

Eva Dyson and Sally Watson work in the study centre and run a range of 1:1 and group sessions. They provide help with the development of good study habits, organisation, literacy skills and revision skills. They can support the use of assistive technology (ReadWrite) along with SEN needs. Eva Dyson is also ELSA qualified and can provide 1-1 Emotional Literacy support and run social skills groups.

Pastoral Lead

Rebecca Anderson's role is to support students outside of the classroom with day to day needs which includes the life skills programme and pastoral issues. Each student will also have a progress tutor who will provide support academically as well being a point of contact for day to day enquiries from parents.

Mental Health Lead

Liz Stavelly's role is to support students to develop positive mental health. Liz promotes positive mental health in the college, provides 1:1 support and makes referrals to relevant outside agencies where appropriate.

Subject Teachers

All of our teachers receive in-house SEND training, and are supported by the SEND team to meet the needs of students who have SEND.

External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEND and to support their families. These include:

GPs or paediatricians

School nurses

Child and adolescent mental health services (CAMHS)

Social services and other local authority (LA) provided support services

Voluntary sector organisations

3. What should I do if I think my child has SEND?

At Salisbury Sixth Form College, each student is assessed to ascertain the following when they arrive, either at a natural transition point between educational phase, or through an in-year transfer:

- GCSE attainment
- Access Arrangements awarded at secondary school supported by Form 8/9 provided by the student's secondary school
- Any evidence that the student may have a disability will also be considered and reasonable adjustments will be made in order to accommodate these

Any evidence to support concerns around SEMH reasonable adjustments will be made to accommodate and support these.

If a child arrives at Salisbury Sixth Form College and further information is required as to ascertain starting points or to further investigate potential SEND, the following may be used:

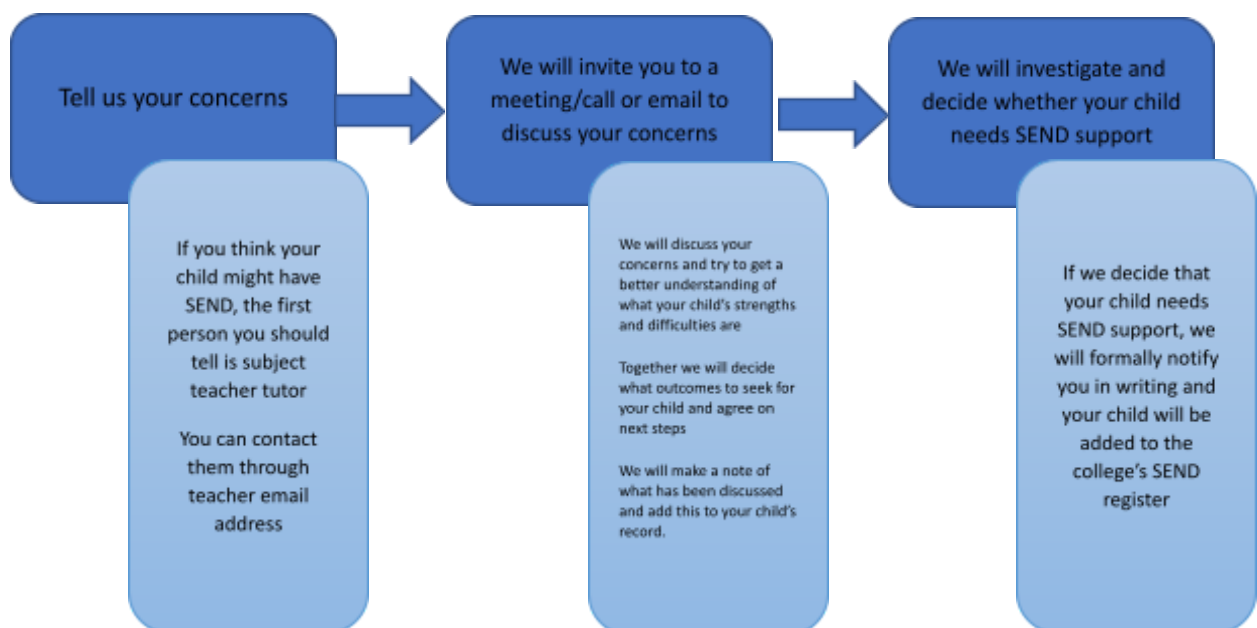
- Handwriting assessment screening test for all students in year 12
- Access arrangement psychometric tests e.g. CTOPP2

All formal assessments sit alongside and will be used in conjunction with teacher assessments. Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap despite interventions

This may include progress in areas other than attainment, for example, wider development or social needs.

If you think your child may have SEND, it is important that you let us know, too, so that we can assess and find out whether this is the case. Please follow the steps outlined below:



4. How will the college know if my child needs SEND support?

All of our teachers are aware of SEND and are on the lookout for any students who aren't making the expected level of progress in their college work or socially.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra support to fill any gaps. Students who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will discuss with the student the possibility that they may have SEND.

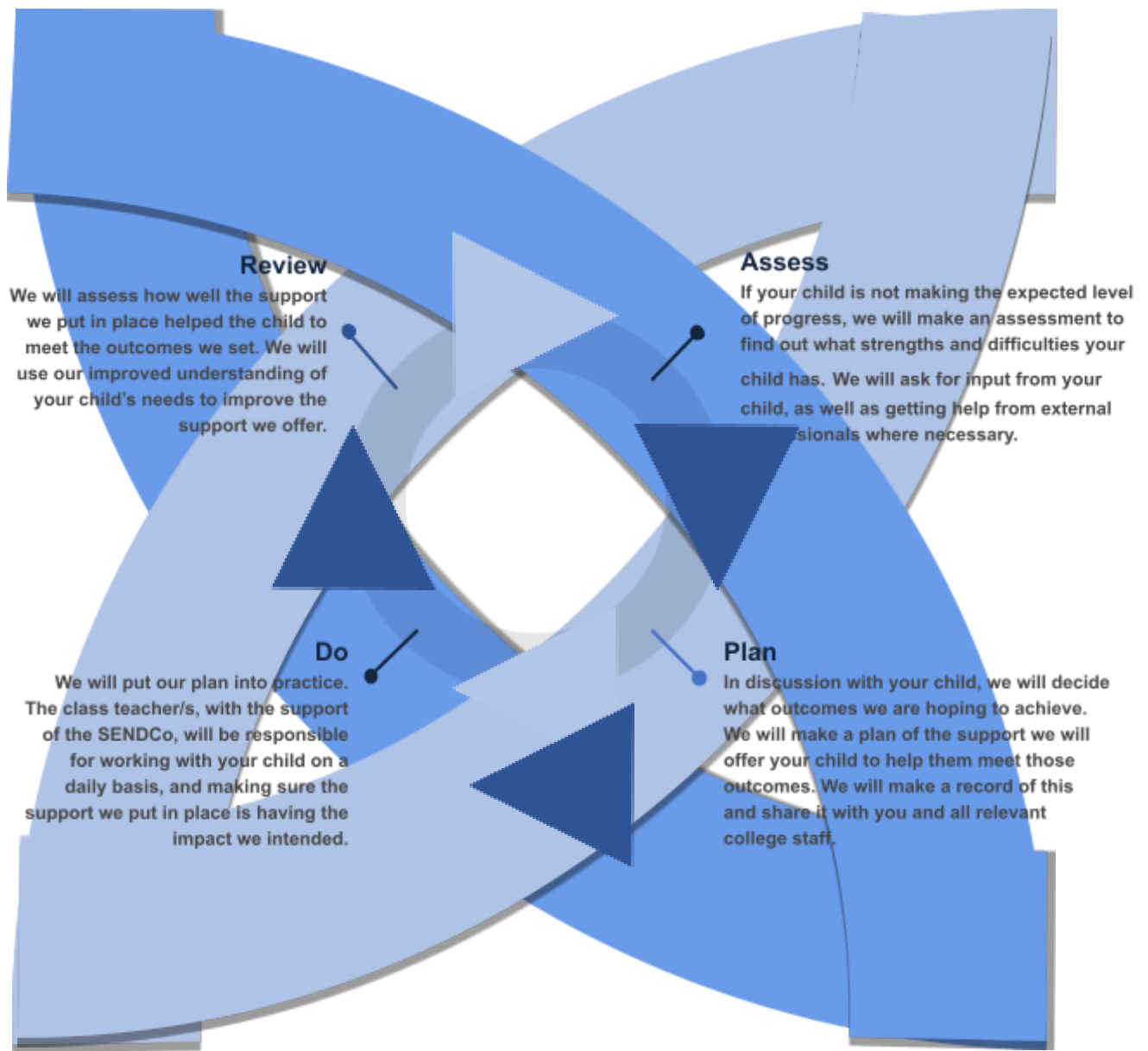
The SENDCo will meet with the student to discuss their needs and where appropriate complete a range of psychometric tests to assess the student's strengths and areas of difficulty. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will speak to your child to get their input and if necessary, may seek help from external agencies.

Based on all of this information, the SENDCo will decide whether your child needs access arrangements. We will inform the student and write to you to confirm these arrangements.

If your child does need SEND support, their name will be added to the college's SEND register, and the SENDCo will work with your young person to create a student support plan for them.

5. How will the college measure my child's progress?



We will follow the 'graduated approach' to meeting your child's SEND needs. This approach is part of a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the college's targets, strategies and provisions will be revisited and refined.

Where students arrive with an established level of need e.g. 25% extra time in exams, these requirements will be continued, and any necessary paperwork will be updated. Students will be placed on the SEND register, and their progress will be tracked. Interventions will only be planned if the student's progress is a concern and staff feel that SEND intervention is necessary.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress for all EHCP students with high needs funding.

The SEND Team will meet regularly with EHCP students to:

Set clear outcomes for your child's progress.

Review progress towards those outcomes.

Discuss the support we will put in place to help your child make that progress.

Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENDCo may also attend these meetings to provide extra support.

We treat our students as young adults and will seek their advice on how best to support them. Our SEND team will meet with them to discuss what they feel will help them in lessons and offer support to build skills so that they can reach their aspirations.

Where necessary we will contact parents to gather additional information. Students are encouraged to discuss the support they are receiving in college with their families.

If you have concerns that arise between these meetings, please contact your child's class teacher. Please email the teacher directly or via the college office email office@s6c.mlp.college. If you would like to contact the SENDCo directly please email nmiller@s6c.mlp.college

There are a number of opportunities during the college year for staff and parents/carers to meet to discuss and get more information about their child's education. These are listed below:

- ❖ Open evenings
- ❖ Open days and tours
- ❖ Parents evenings
- ❖ Annual reviews
- ❖ Individual meetings with staff can also be arranged.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the college adapt its teaching and/or environment for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our college.

We will adapt (or differentiate) how we teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning mentors will support students on a 1-to-1 basis when requested by students, or teaching staff
- Learning mentors will support students in small groups when requested by students, or teaching staff

Please see the appendix for an overview of support we provide as a college.

Most of our students follow a curriculum of 3 level 3 qualifications e.g. 3 A levels/ a mix or A level and vocational / 3 level 3 vocational qualifications. A small number of learners have a more personalised timetable to match their individual needs and abilities. This may include GCSE maths or GCSE English Language, core maths, EPQ, social skills groups, 1:1 mentoring or small group work

These interventions are part of our contribution to Wiltshire County Council's local offer. [Wiltshire's local offer can be found here.](#)

In order to ensure that all students can access the broad and balanced curriculum and activities offered throughout the college, our accessibility plan provides further details. This can be accessed here <https://www.salisbury6c.ac.uk/wp-content/uploads/ACCESSIBILITY-PLAN.docx.pdf>

9. How will the college evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after an appropriate number of weeks
- Using student questionnaires
- Monitoring by the SENDCo and SEND team
- Using Student support plans to inform support in class
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the college resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More learning mentor hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the college make sure my child is included in activities alongside students who don't have SEND?

All of our extra-curricular activities and college visits are available to all our students.

All students are encouraged to go on our college trips, including our residential trip(s).

All students are encouraged to take part in clubs and societies.

No student is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. We encourage you to speak to your child's teacher to discuss reasonable adjustments to activities.

12. How does the college make sure the admissions process is fair for students with SEN or a disability?

Children who have an Education Health and Care Plan (EHCP) are placed in colleges through the arrangements set out in the SEND code of practice, assuming they meet the minimum entry requirements for the courses they wish to study.

All admissions to Salisbury Sixth Form College for students who have an EHCP are handled by Central SEND Services at Wiltshire Council. Their contact number is 01225 718095. Students with EHCPs are encouraged to apply to the college through the college application system.

Children who may need additional learning help but do not have an EHCP, must follow the usual process when applying for a college place and the normal admission criteria will apply. Salisbury Sixth Form College has the following admission criteria of a minimum of 5 GCSEs at grade 4. Some subjects have specific entry criteria which must be met.

13. What specialist services and expertise are available at or are accessed by the college?

As a college we can access a range of services including;

- Hearing, Visual and Physical Impairment Services
- Specialist SEND service
- Social Services
- Child and Mental Health Services (CAMHS).

These services are contacted when necessary according to your child's needs. If you believe that your child needs specialist equipment, please contact the SENDCo.

14. How accessible is the college environment?

Our college is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding and risk assessments are in place and adhered to by staff and visitors. We have a range of different facilities to help disabled students throughout our college including;

- a lift,
- accessible toilets,
- wheelchair friendly corridors,

An accessibility plan is in place and can be found

<https://www.salisbury6c.ac.uk/wp-content/uploads/ACCESSIBILITY-PLAN.docx.pdf>

15. How will the college support my child's social and emotional wellbeing?

At Salisbury Sixth Form College, we pride ourselves on providing a high level of pastoral care and guidance to our students, which is reflected in our college ethos of It's All About You. On joining, our students are assigned to an academic house and given a form tutor. There are additional members of staff who provide additional pastoral support; college counsellors, SENDCo, learning mentors, Child Protection Designated Senior Person, pastoral lead, mental health lead, and attendance officer. We also seek additional support when necessary, from social services, CAMHS, college nurse and the Mental Health Support Team (MHST).

Beyond this, additional support offered includes:

- ❖ Adult Mentoring
- ❖ Counselling
- ❖ Emotional literacy intervention
- ❖ Lunch Club (aimed at students who are socially vulnerable for a variety of reasons)
- ❖ Referrals to the Mental Health Support Team CAMHS where appropriate

In terms of behaviour, we have a 'zero tolerance' approach to bullying. We promote an inclusive culture through our life skills programme and college ethos. Please see the link to our Student Behaviour and Discipline Policy in the college

<https://www.salisbury6c.ac.uk/wp-content/uploads/Student-Behaviour-and-Discipline-Policy-2025-1.pdf>

16. What support will be available for my child as they transition into adulthood?

Moving to adulthood

We provide all our students with appropriate advice on paths into work, apprenticeships or higher education (HE).

We work with the student to help them achieve their ambitions, which can include continuing their education at university, employment, independent living and participation in society. These skills are developed through our life skills and careers programmes. Students will receive support from their tutor with completing UCAS applications and finding and applying for apprenticeships and employment. Any send paperwork that may be relevant for the next steps will be shared with the student so that they can pass this information on to their chosen destination.

17. What support is in place for looked-after and previously looked-after children with SEND?

Rebecca Anderson will work with Nicky Miller, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another. Rebecca Anderson (the designated teacher) can be contacted via email: randerson@s6c.mlp.college

18. What should I do if I have a complaint about my child's SEND support?

<https://www.salisbury6c.ac.uk/wp-content/uploads/MLP-Complaints-Procedure-June-2025-1.pdf>

Complaints about SEND provision in our college should be made to the SENDCo in the first instance. They will then be referred to the college's complaints policy.

If you are not satisfied with the college's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

Name: Ben Hillier

Email: bhillier@s6c.mlp.college

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our college has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. In Wiltshire, this is through the Global Mediation service.

The Global Mediation service's SEND Case Manager can be contacted on 0800 064 4488. This service is free of charge and confidential. For further information, see their [Simple Guide to Mediation leaflet](#) (opens new window) or visit their [website](#) (opens new window).

19. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Wiltshire's local offer. Wiltshire local authority publishes information about the local offer on their website:

[Wiltshire SEND Support for 0 to 25 - Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Wiltshire SENDIASS - Family Action \(family-action.org.uk\)](#)

Local charities that offer information and support to families of children with SEND are:

- [Carer Support Wiltshire](#)
- [Community Foundation](#)
- [Wiltshire Music Connect](#)
- [Seeds4Success](#)
- [SWAPP – Support in Wiltshire: Autism Parent Programme](#)
- [Time Out for Parents](#)
- [Wiltshire Parent Carer Council](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- NSPCC
- [Family Action](#)
- [Special Needs Jungle](#)

20. Appendix – Ordinarily Available Provision/Whole college provision map

KS5	Cognition and Learning	Communication and Interaction	Sensory or Physical Impairment/Medical	Social, Emotional and Mental Health
Individualised (EHCP band U1-4)	Learning mentor support 1:1 Assistive technology Access arrangements for exams (TA support if stated by the EHCP) Adjustments to timetables Alternative to maths and English GCSE resit	Learning mentor support ELSA sessions Access Arrangements for exams (TA support if stated by the EHCP) Quiet room provision Adjustments to timetables	Access arrangements Lift access Adapted equipment (TA support if stated by the EHCP) Adjustments to timetables	ELSA support 1:1 Learning mentor support 1:1 Access arrangements for exams (TA support if stated by the EHCP) Quiet room provision Adjustments to timetables
Targeted (EHCP Band O and L1, SEND support)	Assistive technology 1:1 learning mentor support Access arrangements for exams	ELSA small group sessions Learning mentor sessions Quiet room provision Adjustment to timetable	Assistive technology Adapted equipment Access arrangements for exams	ELSA support small group session Learning mentor support 1:1 Access arrangements for exams

	Alternative to maths and English GCSE resit			Quiet room provision
Universal (available to all)	<p>Assistive technology through G suite</p> <p>Short term learning mentor support</p> <p>Scaffolded writing tasks</p> <p>Teaching of study skills</p> <p>Taught revision skills</p> <p>Careers guidance and support for university/apprenticeship and employment applications</p>	<p>Assistive technology through G suite</p> <p>Short term learning mentor support</p> <p>Scaffolded writing tasks</p> <p>Teaching of study skills</p> <p>Taught revision skills</p> <p>Careers guidance and support for university/apprenticeship and employment applications</p> <p>Pastoral support</p> <p>Mental health support e.g. counselling</p>	<p>Assistive technology through G suite</p> <p>Short term learning mentor support</p> <p>Scaffolded writing tasks</p> <p>Teaching of study skills</p> <p>Taught revision skills</p> <p>Careers guidance and support for university/apprenticeship and employment applications</p> <p>Use of lift</p> <p>Health care plans</p>	<p>Assistive technology through G suite</p> <p>Short term learning mentor support</p> <p>Scaffolded writing tasks</p> <p>Teaching of study skills</p> <p>Taught revision skills</p> <p>Careers guidance and support for university/apprenticeship and employment applications</p> <p>Pastoral support</p> <p>Mental health support e.g. counselling</p>

21. Glossary

Access arrangements – special arrangements to allow students with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a student’s EHC plan

Area of need – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a student’s needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student

Intervention – a short-term, targeted approach to teaching a student with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for students with SEND in the local area

Outcome – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability

SENDCo – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports students with SEND

SEND support – special educational provision that meets the needs of students with SEND

Transition – when a student moves between years, phases, schools or institutions or life stages