Special Educational Needs and Disabilities Report
Academic Year: 2026 - 2027

Mission statement

Loreto College promotes educational opportunities, equality, and knowledge to young people of different faiths whose beliefs are consonant with our key values of Freedom, Justice, Sincerity, Internationality, Excellence, Truth, and Joy as a means whereby individual young people may shape a better future. It does this by providing accessible, high quality educational opportunities for young people with SEND (special educational needs and disabilities)

Loreto is committed to supporting all SEND students achieve the best outcomes in their programme of learning and endeavor to meet the needs of all students through individualised support in discussion with students and parents.

Named contacts for students with SEND

Principal: Michael Jaffrain

Deputy Principal (Student Services): Andrea Pritchard

Head of Inclusion: Debbie Hadfield

The Head of Inclusion

- Works with the Leadership Team and SEND Governor to determine the strategic development of the SEND policy and provision - Have day to day responsibility for the operation of the SEND Policy and the coordination of specific provision made to support individual students with SEN, including those who have EHC plans - Coordinate the activity of the Transition Co-Ordinator's, Inclusion Leads, the Specialist Assessment Team and the teachers in carrying out the requirements of the SEND Policy.
- Provides professional guidance to colleagues, and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Be the point of contact for external agencies, especially the local authority and its support services. Liaise with schools and other providers of education to ensure smooth transition arrangements are in place.
- Work with the Leadership Team and Governing Body to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements - Ensure the college keeps the records of all students with SEN up to date.

Senior SEND co-ordinators

- Working with the Head of Inclusion to ensure learning support meets the needs of students with additional needs.
- Responsible for deploying support delivered by teachers both in and out of class.

- Responsible for maintaining accurate records of support delivered on the ILP.
- Communicating to curriculum teams and ensuring relevant information is made available.
- Review of support and holding review meetings.
- Chairing EHCP Reviews and reporting to Local Authorities as required.

Additional Learning Support Mentors

- Conducting initial assessments of needs.
- Producing support plans and keeping them updated.
- Delivering high quality and personalised support for students
- Setting support SMART targets which relate directly to supporting students towards being as independent as possible.

Education Support Assistants

Work with groups of students under the supervision of the teacher to support students access the curriculum. Working 1-1 with students to deliver interventions.

Heads of Halls and Head of Faculty

Head of Halls ensure that students with SEND are offered a study programme in line with their qualifications on entry and future aspirations. Ensuring the progress and development of every student in their hall.

Heads of faculties work closely with their departments and support teams to plan and assess the impact of support and interventions, and how they can be linked to support teachers with curriculum delivery.

Working closely with the Head of Inclusion and Send coordinators, the support teams review each student's progress and development, and decide on any changes to the support provision.

Teaching Staff

Have due regard to the additional needs of students in their classes and tutor groups.

- Apply differentiated teaching methods and classroom strategies to provide an inclusive learning environment.
- Apply reasonable adjustments as recommended by the SEND Team or as detailed in EHC Plans/Specialist Reports.
- Work with the Inclusion Team to deliver co-ordinated support and teaching.

Identification of Additional Needs

Application

We welcome applications from students with SEND and recognise the rights of all students to be treated fairly. Every effort is made to meet students' individual needs and we employ our best endeavors to ensure that all students have equal access to the opportunities and experiences offered.

Our Equality and Diversity Policy can be viewed on the website. Special educational provision will apply to any student disclosing a SEND, regardless of whether or not the student has an Education, Health & Care plan (EHCP).

Disclosure

The application form provides the first opportunity for students to disclose any additional needs. We subsequently interview all applicants individually and invite further discussion regarding current and anticipated support.

Please note if at application stage students have not declared they have an Educational Health Care Plan, It may result in the withdrawal of a place at Loreto College.

We encourage students to be completely open about their individual needs. The more information we have at point of application, the better we can plan and prepare an appropriate support plan.

Further opportunities for disclosure exist:

- at the application interview
- at enrolment
- when completing the learning agreement in tutorial
- during individual interviews with tutors
- during monitoring reviews with staff
- via exams officers
- via the First aid room
- when arranging field trips
- at any point during the course

Loreto College will use its best endeavors to put appropriate support in place to meet students' educational needs. The support will be centered around individual needs and aspirations, and to promote as much independence as possible.

- Transition support
- In class support
- Out of class support
- Support at unstructured times
- SpLD Support
- Exams Access Arrangements assessments
- Communication support
- Access to assistive technology and equipment
- Mentoring support
- Careers guidance
- Counselling support

Transition

Pre-induction through increased networking with partner schools and outside agencies has improved early identification and subsequent support for students with special educational needs. A dedicated team works directly with schools to provide information and guidance to year 11 pupils within the school setting, delivering school assemblies aimed at improving the knowledge and skills of students in preparation for transition.

We are regularly invited to year 10 and 11 assessment reviews for pupils with SEND. Visits are made to schools once a student has formally accepted a place, to elicit pre-induction information before enrolment, to check that we have everything in place for a successful transition. We work in partnership with local schools to offer Year 10 'taster days' during the summer term; two Open mornings are held across October and November, and they provide a further opportunity to look around the college. To alleviate any concerns, the Additional learning Support team invite all year 11 pupils, who disclose SEND on their application form, to a transition event in the summer term. Additional individual transition visits are accommodated wherever possible.

Transition for the Pathways department is in liaison with partnership special needs schools, and students are invited to open days and link days. The Pathways course is for Entry level 1 students and is not suitable for students in a mainstream setting.

Initial Assessment

A member of the Additional learning support team will meet with students in the first few weeks following enrolment to discuss aspirations, individual needs and how to provide the support that will best suit the individual. This ensures that:

- individual needs are identified and agreed.
- subject teachers and tutor are fully aware of specific requirements.
- suitable provision is made to meet individual needs.
- there is liaison with outside agencies if appropriate.

Monitoring Progress

Record Keeping – Plan & do.

All students accessing additional support are monitored for progress by Additional Learning Support Team. Accurate records detail any additional or different provision ultilised to meet the student's SEN and note progress towards specified outcomes. The student record on my Loreto includes information regarding disclosure, intervention, and specialist support. This information is revisited at interim points throughout the course to evaluate and adjust support as appropriate. Regular liaison with Heads of Hall, tutors and subject specialists ensures continuity and consistency. This information is shared on the myloreto student homepage.

Review

The effectiveness of support and its impact on the student's progress is reviewed regularly. Formal monitoring occurs each term, with an opportunity for all students to discuss their progress with both subject teacher and personal tutor. This culminates in a written report and subsequent Parents' Evening.

Loreto collaborates with the local authority to conduct a formal annual review for students with EHC plans.
This multi-agency review will focus specifically on the next steps for students and the support they need to prepare for adulthood.

Involving students in planning support

Initial interview

If a student is identified as requiring additional support, information is collated from a range of sources: student, parent, carers, previous educational provider, and current teachers. If a student falls behind with work, we can provide additional resources for independent study or suggest strategies to enhance progress. The initial discussion centers upon how we can best meet the needs of an individual, whilst ensuring that this is what the student actually wants. Details of the initial discussion are recorded; information is subsequently disseminated to other members of the college community via my Loreto homepage. Support could include assistive technology or other specialist equipment, in-class assistance, a learning mentor,

Student Voice

The annual on-line evaluation enables students with disabilities to make a positive contribution to improvement plans by identifying barriers and prioritising disability equality initiatives. Loreto College invites students to work with the College Equality and Diversity Officer and participate in making positive change for the College. All students have the opportunity to become a student voice representative and work with the student council.

Communication with parents

The Head of Inclusion or the Head of Hall is the first point of contact for any concerns that you may have concerning a young person with SEND. The Head of Inclusion and Heads of Hall are available by telephone or email during the college day and meetings can be arranged at mutually agreed times if this would be more appropriate. At Loreto, we will continue to involve parents, guardians, and carers in the vast majority of decisions.

A wide range of information is available on the college website, whilst the New Parents' Evening in September provides a valuable opportunity to ask questions face to face. Appointments can be made with individual teachers during Parent Consultation Evenings, which are held towards the end of the autumn and spring terms.

Accessibility

Physical Access

All rooms are fully accessible for students with mobility impairment, through the provision of lifts. There are no restrictions on choice of curriculum; individual needs can be accommodated via sensitive timetabling. Copies of the site plan, which indicate the location of accessible toilet facilities and advised routes for wheelchair users, are available from reception; ramps have now been installed at all entrances and exit points. A personal Fire Evacuation Plan is provided for all students who require this facility,

which is agreed with the student in advance and made available to subject staff.

Equipment

We support the needs of students who require assistive technology on an individual basis, based on what is already being used. We have adjustable furniture and specialist I.T. software and hardware, fully supported by technicians within college.

Transport

Although there is no parking for students on the site, reserved disabled parking bays are available for Blue Badge holders by prior negotiation. If a student is unable to travel from home to college independently, it may be possible to arrange transport through the local Council.

A copy of the accessibility policy can be found here (link to be inserted)

Inclusion

We have an Enrichment programme at Loreto College, with a broad range of activities on offer, catering for all tastes. This includes:

- Sport and Physical Activity
- Music and Drama
- Emotional Wellbeing
- Voluntary work
- Duke of Edinburgh Award
- Model united Nations.
- Debate Club, to name but a few.

Trips, residential visits, and work shadowing placements/projects include accessibility considerations as part of the planning process.

Preparing for Adulthood

Students with disabilities are encouraged to develop their self-confidence by acting as worthy advocates and representatives of the College; a considerable number of students participate in work experience placements and community participation.

Progression to Further & Higher Education and work is supported and monitored at Loreto. The department provides support for DSA applications and liaison with HE Student Services as appropriate on behalf of individuals. Staff are available to help with Personal Statements and there are strong links with the Careers department via shared activities within the sphere of Student Services.

Tutorials

The tutorial programme contains a range of topics aimed at supporting the transition to adulthood:

- Higher education and/or employment
- Independent living
- Participating in society and contributing to the local community
- Being as healthy as possible in adult life.

Support and training for college staff.

External services

The department has full access to external specialist services and expertise to support the learning of students with SEND. This includes CAMHS, EMERGE, specialist sensory services teams and associated health practitioners. In addition, we employ Educational Psychologists.

Staff training

The Additional Learning Support Faculty includes both support and teaching staff, who keep up to date with SEND developments and new legislation. There is a qualified Head of Inclusion in College, a member of the Additional Learning Support Team has completed the Certificate of Psychometric testing Assessment & Access Arrangements. Other members of the team have received specialist training in specific areas such as counseling, dyslexia support and mentoring. Developments in SEND are shared with all staff through INSETS and weekly staff briefings.

The Local Authority Offer

Our contribution to the local authority offer can be found at:

https://hsm.manchester.gov.uk/kb5/manchester/directory/service.page?id=fUO5iPLqSqc

What to do if things go wrong

In the first instance, students are encouraged to speak to the Head of Hall to see if a problem can be resolved. Students can also speak to the Assistant Principals of Upper or Lower Sixth as appropriate. If the concern is not resolved, then students should follow the Complaints Procedure.

The Education Funding Agency (EFA) has a duty to provide education for 16–19-year-olds with learning difficulties or disabilities. A copy of the EFA's procedure for handling complaints is available on the gov.uk website.

Review date: June 2027