



Goldwyn 6th Form College

Special Educational Needs and Disability Policy and Information Report

Approved: January 2019

Review date: January 2020

This policy is written in line with the requirements of:

- The Children and Families Act, 2014.
- The SEN Code of Practice, 2015.
- SI 2014 1530 The 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.
- The Equality Act 2010.

This policy should be read in conjunction with the following Goldwyn 6th Form College policies and documents:

- Equality and Diversity Policy.
- Admissions Policy.
- Teaching, Learning and Assessment Policy.
- Student Behaviour Policy.
- Supporting Students with Medical Needs Policy.
- Safeguarding and Child Protection Policy.
- Complaints Procedure.
- Attendance Policy.

This policy was developed with the SEN Team based at Goldwyn Education Group, representatives from the governing body and parents of young people with special educational needs and will be reviewed annually.

Definition of Special Educational Needs and Disability (SEND)

A child or young person has Special Educational Needs (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
- (b) 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 - *SEN Code of Practice (2015, p15)*.

The four main areas of SEN are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and / or Sensory

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. Disability is defined as

‘...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’ - *SEN Code of Practice (2015, p16)*.

The Local Offer

The Children and Families Act introduced in September 2014 requires Local Authorities to publish and keep under review all of the services available to children and young people with Special Educational Needs. This is called The Local Offer.

The Kent Local Offer provides parents and carers with information about how to access services in their area and what they can expect from those services. It lets them know how academies, schools and colleges will support them and what they can expect across the local setting. It can be found at <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Academies, schools and colleges are expected to publish an SEND Information Report to help parents, carers, children and young people understand how their needs will be met and how they will be supported.

What kinds of special educational need does Goldwyn 6th Form College provide for?

Goldwyn 6th Form College is a Specialist Independent Specialist Provider for students with Special Educational Needs and Disability (SEND).

A high number of the students attending Goldwyn 6th Form College have a diagnosis of Autistic Spectrum Condition, including Asperger's Syndrome, Attention Deficit Hyperactivity Disorder, Conduct Disorder and / or Oppositional Defiant Disorder. In addition, many students have other types of need, including but not limited to:

- Speech and Language Needs.
- Specific Learning Difficulties, such as Dyslexia, Dyscalculia or Dyspraxia.
- Moderate Learning Difficulties.
- Attachment Difficulties.
- Anxiety.
- Post-Traumatic Stress Disorder.

All students at Goldwyn 6th Form College have an Education, Health and Care Plan (EHCP).

Admission to Goldwyn 6th Form College is the responsibility of the Local Authority through consultation with the Principal of Goldwyn Education Group and the Head of Goldwyn 6th Form College. The Local Authority refers students whose EHCP identifies needs that meet the college's admission criteria.

Most pupils will join Goldwyn 6th Form College at the beginning of Year 12. However, it is possible for students to join during Year 12 or later, as long as there is a place available and their needs meet the admissions criteria.

How are special educational needs identified and assessed at Goldwyn 6th Form College?

Before most students join Goldwyn 6th Form College, their special educational needs have usually been identified and recorded in their EHCP and / or in SEN Support records at their previous placement.

However, it is also possible that a student has, or may develop, special educational needs that have not been identified before. When necessary, Goldwyn 6th Form College will use observations and / or further assessment to find out more about a student's individual learning needs so that the correct kind of support can be provided.

Goldwyn 6th Form College uses a range of ways to identify and assess SEN, including

- assessment of literacy and numeracy skills.
- student observations during teaching and learning.
- informal discussion with students and parents or carers.
- monitoring of academic / vocational progress.
- monitoring of other progress data, including social and emotional development.

At Goldwyn 6th Form College, we are experienced in using the following assessment tools:

- WRAT4 (Reading and Spelling).
- BKSB / NCFE (English and Maths).
- WRIT (General Ability).
- DASH (Speed of Handwriting).
- SDQ (Social Difficulties Questionnaire).

In addition, Goldwyn Education Group has a Specialist Teaching and Learning Service which can explore specific learning difficulties such as Dyslexia and Dyscalculia, as well as Communication and Interaction Needs and Social, Emotional and Mental Health Needs.

Where a need has been or is identified, and in agreement with students and parents or carers, Goldwyn 6th Form College can also source advice and support from local authority services or independent professionals for further, specialist assessment.

The purpose of any assessment is to better understand a student's needs and the different approaches or support that may help the student to make better progress. This information will be shared with the student and their parents or carers. It will also be added to the student's Provision plan, as part of their EHCP.

Goldwyn 6th Form College ensures that all teachers and support staff who work with the individual student are aware of the strategies and teaching approaches best suited to meeting the student's needs through Student Profiles.

Information about the college's policies for making provision for students with special educational needs whether or not they have EHC Plans.

a) how does the college evaluate the effectiveness of its provision?

Goldwyn 6th Form College uses a holistic approach to evaluate the effectiveness of its provision. We gather information about all aspects of progress and development from the student, the parents or carers, the teaching and support staff and any other professionals involved. This may include:

- assessment and tracking data from teaching staff.
- achievement of external qualifications.
- observations of teaching and learning.
- observations of additional learning support.
- attendance data, both daily and / or sessional.
- monitoring of engagement in learning.
- monitoring of engagement in work-based learning.
- monitoring of achievements and commendations.
- monitoring of social and emotional development.
- monitoring of behaviour incidents.
- informal discussion with students.
- mentoring sessions with students.
- informal discussion with parents or carers.
- parent or carer and student questionnaires.

The data is monitored and individual progress and development is regularly reviewed so that we can check how well each student's needs are being met.

Every student will have an annual review of their needs and provision to check that it is right for them and that they are making progress towards the agreed outcomes. The collation of all annual review evaluations are reported to the governing body.

b) what are the college's arrangements for assessing and reviewing the progress of students with special educational needs?

Goldwyn 6th Form College tracks the academic progress of all students termly. Other progress data is reviewed up to three times per year, although this may be more frequent if there are particular concerns about a student's well-being or engagement in learning.

Externally accredited and vocational courses are assessed against the criteria published by the awarding body. Social and emotional development is monitored using Strengths and Difficulties, Resilience and Well-Being Surveys.

If these assessments or records do not show adequate progress is being made, the student's provision will be adjusted through discussion with them and their parents or carers. The SEN Code of Practice (2015, 6.17) describes inadequate progress as

- that which is significantly slower than that of their peers starting from the same baseline.
- that which fails to match or better the child's previous rate of progress.
- that which fails to close the attainment gap between rates of progress.
- that which widens the attainment gap.

In most cases, this will mean a change to the strategies or approaches to teaching and learning used with the student. In some cases, it may mean a change to any additional support that the student receives or to the course(s) that the student is studying.

c) what is the college's approach to teaching students with special educational needs?

Students at Goldwyn 6th Form College are taught in small groups by staff experienced and trained in working with Social, Emotional and Mental Health needs and associated, complex SEND. The college benefits from its links with Goldwyn School, rated Outstanding by Ofsted, and support and expertise are shared across the group.

The curriculum is delivered by vocational and subject specialists who make sure that teaching and learning uses lots of different approaches to meet individual students' needs. The work set is differentiated to challenge students whilst allowing them to achieve at a rate that is right for them.

We firmly believe that

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.'

SEN Code of Practice (2015, 6.37)

We regularly and carefully review the quality of teaching and, where necessary, takes measures to improve teachers' understanding of how to identify and support vulnerable students. We are committed to the continuing professional development of all staff and there are regular opportunities to access a wide range of specialist training in order to develop expertise in meeting the increasingly complex needs of our students.

Goldwyn Education Group contributed to the development of the Mainstream Core Standards by Kent County Council and, where appropriate, we use these to ensure that our teaching conforms to best practice.

Goldwyn 6th Form College ensures that all teachers and support staff who work with the individual students are aware of the strategies and teaching approaches best suited to meeting the student's needs through Student Profiles.

d) how does the college adapt the curriculum and learning environment for students with special educational needs?

Goldwyn 6th Form College regularly reviews and adapts the curriculum and learning environment to meet the needs of our students. We value the contribution of ICT to supporting students with complex learning needs and our students have access to a state of the art, high speed network with individual work stations. We also value the importance of work-related learning in engaging hard to reach young people and have recently developed our vocational offer.

Goldwyn 6th Form College strives to meet the needs of individual students by:-

- setting suitable learning challenges.
- responding to students' diverse needs.
- overcoming potential barriers to learning and assessment.

When planning the content of the curriculum, teaching and learning staff ensure that

- students are at the centre of the learning.
- students are clear about what they are doing and why.
- activities are matched to age and ability and are taken at an appropriate pace.
- activities are varied and planned to develop a range of skills.
- students have the opportunity to work in a variety of groupings, according to the nature of the task.
- assessment is continuous but manageable and is used to plan the next step in each student's learning.

Teaching approaches recommended by other professionals, such as those included in students' Education, Health and Care Plans, are used to inform individual learning support strategies.

Accredited courses are carefully considered based on their content and how they are assessed so that they are best suited to the learning needs, personal interests and aspirations of each student.

Sometimes, a student may need access to a personalised learning programme, tailored to meet their individual needs and different to that of their peers. It may also mean a change to their educational pathway or access to an alternative provision.

e) what additional support for learning is available to students with special educational needs?

Goldwyn 6th Form College strives to deliver high quality teaching to meet the needs of *all* students.

However, sometimes students will not make expected progress despite high quality teaching targeted at their specific area(s) of difficulty and may need additional support. This may include support from Teaching Assistants, within the classroom, in small groups or 1:1, focused on

- reading and spelling skills, including phonics.
- reading for meaning.
- maths skills.
- speech and language skills.
- social communication skills.
- promoting good mental health.
- life skills.

Occasionally, a student may need more expert support from an outside agency such as Speech and Language Therapy Services, Occupational Therapy Services or CAMHS.

Where these needs are identified in the student's EHCP before joining Goldwyn 6th Form College, an appropriate support plan will be agreed with local authority services or independent professionals. Where needs are identified after a student has joined Goldwyn 6th Form College, they will be discussed with the student and parents or carers to agree that a referral is made to local authority services or independent professionals. After a series of observations and / or assessments, a programme of support may be facilitated by specialists and advice and guidance provided to Goldwyn 6th Form College and parents or carers.

Some students may need extra support during exams - these are called Access Arrangements. Evidence of these needs will usually already be detailed in the student's EHCP and / or Provision Plans as the student's normal way of working. However, in some instances, there may be a need for specialist assessment.

Sometimes, a student will have such complex needs that they will find it extremely difficult to cope, even with the small setting and high level of adult support available in specialist provision. Goldwyn 6th Form College may need to request additional funding for 1:1 learning support or consider a change to their educational pathway.

f) how does the college enable students with special educational needs to engage in activities of the college (including physical activities) together with students who do not have special educational needs?

Goldwyn 6th Form College views enrichment activities and educational visits as an important part of a holistic curriculum. Such activities are regularly used as rewards, to improve social skills or to develop subject knowledge.

Additionally, Goldwyn 6th Form College recognises the importance of work-based learning in preparing students for adulthood and are actively developing links with local industries to provide students with the opportunity to access work experience that is tailored and differentiated to meet their individual needs.

All Goldwyn 6th Form College students have SEND and, as such, we actively seek to ensure that everybody is able to engage in extra-curricular activities. In some cases, an individual risk assessment may mean that Goldwyn 6th Form College allocates additional adult support, alternative travel arrangements or other, specific resources in order to maximise the engagement in and impact of the activity for all students involved.

On rare occasions, an individual risk assessment may mean that a student cannot access an activity on Health and Safety Grounds. In this situation, targets will be identified with the student and parents or carers so that they are able to work towards accessing similar activities in the future.

g) what support is available for improving the emotional and social development of students with special educational needs?

Goldwyn 6th Form College believes that an important part of education is to enable *all* students to develop emotional resilience and social skills. Emotional literacy and opportunities to develop strategies for managing emotions are built into each course, through direct teaching and indirectly in every interaction students have throughout the day.

Student well-being is the responsibility of all staff at Goldwyn 6th Form College. However, each student has an identified Tutor who they have a regular contact with and daily opportunities to talk about how things are going. We monitor social and emotional development using Strengths and Difficulties, Resilience and Well-Being Surveys.

The social and emotional development of Goldwyn 6th Form College students is supported through:

- an allocated group to promote a sense belonging.
- whole centre events to promote a sense of community.
- regular opportunities to celebrate individual and group achievements.
- informal discussions with staff.
- mentoring / tutorial sessions with Tutors.
- supported and monitored opportunities for social interaction.

- time out facilities and opportunities for reflection.
- a clear system of reward and consequence with opportunities for reparation.
- an in-depth, student centred programme of PSE.
- focused work on developing independence, including careers advice and life skills.

Sometimes, a student may need additional support to improve their social and emotional development. This may include:

- speech and language skills sessions.
- social communication skills sessions.
- additional mentoring.
- mental health workshops.
- counselling.

Occasionally, a student may need additional support from an outside agency such as Speech and Language Therapy Services, Health Services, CAMHS, Early Help or Social Services. In this situation, the identified needs will be discussed with students and parents or carers to agree that a referral is made to local authority services or independent professionals. After a series of observations and / or assessments, a programme of support is usually agreed for the student.

Goldwyn 6th Form College has regular contact with other professionals involved with students, including medical professionals, Early Help Workers, Social Workers and Youth Offending Team Officers. When appropriate, Goldwyn 6th Form College will contribute to and / or attend multi-agency meetings regarding the welfare of students.

Sometimes, a student will have such complex needs that they will find it extremely difficult to cope, even with the small setting and high level of adult support available in specialist provision, and Goldwyn 6th Form College may need to request additional funding for 1:1 social and emotional support or consider a change to their educational pathway.

The name and contact details of the Special Educational Needs Co-ordinator.

The Special Education Needs Co-ordinator at Goldwyn 6th Form College is:

- Jo Chessum, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination.

Contact can be made with SEND staff through the Goldwyn Education Group Main Office on 01233 622958, Ext 272 for Goldwyn 6th Form College.

Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

Goldwyn Education Group's Specialist Teaching and Learning Service provide support and expertise to mainstream schools in all areas of SEND.

All Goldwyn 6th Form College teaching and learning staff have had the following awareness training :-

- Attachment & Trauma Training
- Nurture Schools
- Support for Learners with ASD
- Autism Awareness
- Sensory Processing
- Emotional Coaching and De-escalation Strategies
- Restorative Approaches
- Child Protection
- Prevent Strategy
- HeadStart
- Mental Health First Aid Lite

In addition a number of staff have received the following enhanced and specialist training :-

- MA in Learning and Teaching
- MA in Childhood Autism
- Certificate in Psychometric Testing and Access Arrangements (CPT3A)
- Designated Safeguarding Lead
- Youth Mental Health First Aider

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we regularly approach are REAL Training, Educational Psychologists, Speech and Language Therapists, Dyslexia Specialists, HeadStart, Clinical Psychologists, National Bodies such as SEBDA, The National Autistic Society, Nurture UK and Specialist Teaching Services.

Additionally, Goldwyn Education Group prides itself on being able to provide and access training opportunities on a national level so that staff have the most up to date awareness covering a wide range of SEND.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Where external advisors recommend the use of equipment or facilities which Goldwyn 6th Form College does not have, we will purchase it or seek it by loan.

The arrangements for consulting parents of children with special educational needs about, and involving them in, their education.

Goldwyn 6th Form College is committed to working in partnership with parents and carers and believes that their involvement is fundamental to students achieving their potential. As such, we strive to develop an open and mutually supportive relationship with parents and carers.

Goldwyn 6th Form College regularly contacts parents and carers, either by telephone, email or letter, to celebrate achievements or if there are issues or concerns. Parents and carers are similarly encouraged to contact Goldwyn 6th Form College and are welcome to arrange to visit and meet with staff at any time throughout the year, to share information or discuss how things are going.

Goldwyn 6th Form College invites parents, carers and students to attend a progress review day twice a year. This provides an opportunity to look at work and discuss progress, together with Tutors and other staff. Reports are sent home three times a year to keep parents and carers informed of students' progress.

If there are concerns about a student's progress or engagement in learning at any point in the year, Goldwyn 6th Form College will contact their parents or carers and may invite them in for a meeting. This will sometimes result in a change to the strategies used to support the student or the agreed use of internal or external assessments to help further understand the student's needs.

Goldwyn 6th Form College values the opportunity to be involved with multi-agency working and actively supports the link between parents and carers and other agencies that may be involved with students. When appropriate, Goldwyn 6th Form College will contribute to and / or attend meetings with agencies such as CAMHS or Social Services and encourage parents or carers to attend too.

Parents and carers are invited to contribute to and attend an annual review of the student's EHCP which, wherever possible, will include any other agencies involved with the student. Further evaluation of progress and support throughout the year will be informed by the views of the student and their parents or carers at least three times a year.

Goldwyn 6th Form College publishes a newsletter six times a year to let parents and carers know about school events and activities as well as what has been going on in daily college life. Parents and carers are also invited to celebrations of achievement, presentations, charity events and other events throughout the year.

Parents and carers of students at Goldwyn are asked to complete a survey throughout the year. There is a Parent Forum that meets regularly to contribute to the development of the college and there are parent and / or carer representatives on the Goldwyn 6th Form College Strategic Committee. The Learning and Inclusion Committee of the governing body is responsible for reviewing the policy for special educational needs and reporting to parents annually.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Goldwyn 6th Form College values each student as an individual with the right to be involved in discussing and making decisions about their education.

However, Goldwyn 6th Form College also recognise that there can be times when it is in a student's best interests for adults to discuss and make decisions for them, such as when they are at risk of harm or when difficult decisions about their education have to be made.

Goldwyn 6th Form College provides students with opportunities to learn how to express their views and opinions with confidence throughout the curriculum including, but not limited to, the PSE programme of study.

Students have frequent opportunities to discuss any issues with Tutors and other staff. Formal mentoring / tutorial meetings are also held throughout the year to discuss progress, targets and strategies.

Goldwyn 6th Form College invites students, along with their parents or carers, to attend a progress review day twice a year. This provides an opportunity to look at work and discuss progress, together with Tutors and other staff.

Students are asked to contribute their views to the annual review of their EHCP by completing a Section A form, with support as necessary. They are encouraged to attend the review meeting so that they can share their views and be involved in discussing and deciding on any changes in their SEND or to their outcomes or provision. Further evaluation of progress and support throughout the year will be informed by the views of the student and their parents or carers at least three times per year.

Goldwyn 6th Form College has a Student Council of elected representatives. They meet regularly to raise issues with the Leadership Team and Strategic Committee.

All Goldwyn 6th Form College students are asked to complete a survey about their education every year.

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the college.

Goldwyn 6th Form College uses the same arrangements for complaints about the provision made for special educational needs as for any other complaint.

In the first instance, students, parents or carers are encouraged to discuss any concerns with the Course Tutor.

Alternatively, students, parents or carers can contact a member of the Senior Leadership Team

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| • Steve Badder | Head of Goldwyn 6 th Form College |
| • Angela white | Assistant Head of Goldwyn 6 th Form College |
| • Anita Trotter | Lead Tutor, Goldwyn 6 th Form College Folkestone |

If the concerns cannot be resolved through informal discussion, students, parents or carers should contact the Manager of Goldwyn 6th Form College for further discussion and, if necessary, information about the Goldwyn 6th Form College Complaints Policy.

A copy of the Complaints Procedure can be found on the Goldwyn 6th Form College website at <http://goldwyn.kent.sch.uk/> or requested from the Goldwyn Education Group Main Office on 01233 622958.

In some cases, usually for young people with an Education, Health and Care Plan, there is a statutory right for students or parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by Goldwyn 6th Form College.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students.

Goldwyn Education Group is a lead member of the following bodies

- the Kent Association of Special Schools (KASS), which aims to champion SEN provision in Kent.
- the Kent Special Educational Needs Trust (KSENT), which aims to provide a supportive network of special schools in Kent.
- the Kent Learning Alliance for Special Schools (KLASS), which aims to develop excellence in teaching for SEN across Kent.

Goldwyn Education Group's Specialist Teaching and Learning Service provide support and expertise to mainstream schools in all areas of SEND.

Goldwyn 6th Form College have also engaged with the following bodies:

- NHS Speech and Language Therapy Services for direct therapy or advice.
- NHS Physiotherapy Services for direct therapy or advice.
- NHS Health Services.
- Social Services and Early Help, including the Youth Offending Team.
- Virtual Schools.
- Local Authority and independent careers / employability services.
- Disabled Children's' Services for support to families for students with high needs.
- professional networks, including NASEN, Nurture UK, SEBDA and the local SENCo Forum.

The contact details of support services for the parents of students with special educational needs and disabilities and children and young people with SEND.

Information Advice and Support Kent (IASK) provides a free and confidential information, advice and support service for

- parents or carers of a disabled young person.
- parents or carers of a young person with special educational needs
- young people, up to age 25, who have a special educational need or disability.

Staff trained in the legal framework for SEN can provide information and support on educational matters relating to special educational needs and disabilities, including health and social care.

IASK aims to help parents, carers, children and young people

- understand the system so they can take part fully in discussions.
- have the confidence to share their views and wishes about education.
- make informed choices and decisions.

IASK can be contacted on

- **HELPLINE** 03000 413000
- **Office** 03000 412412
- **E-mail** iask@kent.gov.uk
- **Website** www.kent.gov.uk/iask

The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Goldwyn 6th Form College recognises that transitions can be difficult for any student and especially those with SEND. In order to make sure that a move goes as smoothly as possible, we ask for data, files and records from the student's previous placement so that we have all the background information available. Sometimes, a member of Goldwyn 6th Form College staff will arrange to meet with staff at the current placement and / or observe the student before the move takes place.

All of the information that is gathered by Goldwyn 6th Form College before a transition takes place, including their EHCP and any professional reports available, are thoroughly reviewed and used to complete a risk assessment and Student Profile. This provides all staff with a detailed overview of student's needs, support network, triggers and strategies to support appropriate behaviour and what works best in terms of teaching and learning.

The student and their parents or carers will be invited to an Admissions Meeting where they will be shown around the centre and introduced to key members of staff. This also provides the opportunity to complete the admissions paperwork and to talk further about the student's needs and what works best for them.

Students joining Goldwyn 6th Form College at the beginning of a college year will also be invited to transition sessions. This gives them an opportunity to meet other members of staff and be introduced to the daily routines. Transition for students joining Goldwyn 6th Form College in other year groups or at other times in the year will be agreed at the Admissions Meeting.

Goldwyn 6th Form College also contributes information to the next placement when a student moves on. Data, files and records are shared so that the new staff are fully aware of the student's needs, progress and achievements and the kind of support that they might require.

Due to the complex needs and extreme vulnerability of many Goldwyn 6th Form College students, moving on to alternative education or employment can be particularly difficult. We have a designated Transition Co-ordinator so that throughout a student's time at Goldwyn 6th Form College, they will receive guidance and support towards securing an appropriate placement in a mainstream college, work-based learning or employment. This will be fully discussed and recorded at Annual EHCP Reviews.

Information on where the local authority's local offer is published.

Kent's Local offer is published on the KELSI website and can be found at

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access or with any questions about the Kent Local Office are welcome to contact the Goldwyn Education Group Main Office on 01233 622958 for further support or advice.