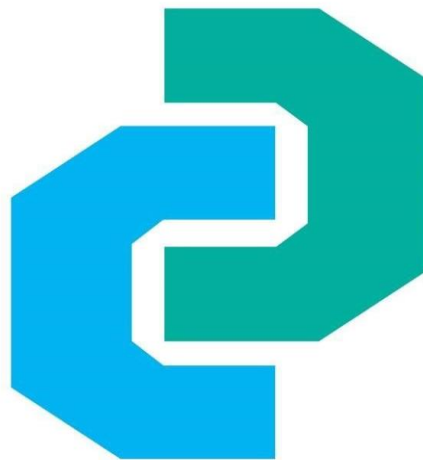




**DAWLISH
COLLEGE**



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY 2025

Adopted by the Governors of Dawlish College

For policy review details see policy amendment record.

Dawlish College is committed to:

Working hard so all students thrive within a safe, purposeful and caring community regardless of age, ability, background or gender.

Working together with students, families and other stakeholders to ensure we are proactive and effective in removing barriers to learning and participation.

Making things better for students through relentless commitment to removing educational disadvantage so all students accomplish aspirational outcomes and are prepared and motivated for an ambitious future.

This policy pays due regard to:

- The SEND Code of Practice 0-25 years, January 2015
- Part 3 of the Children and Families Act 2014 and associated regulations Other documents:
- Dawlish College Special Educational Needs and Disability Information Report
- Dawlish College School Offer

Governor responsible for SEND:	Hannah Grant
Head of College:	Sam Banks
SENDCo:	Mrs Kathryn Wharton-Darke
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Rationale

This policy is in line with the Teaching and Learning Policy and the Equal Opportunities Policy and aims to support inclusion for all learners. The responsibility for the management of this policy falls to the Head of College; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Head of College and the SENDCo will work together closely to ensure that this policy is working effectively.

Quality first teaching is that which is differentiated to meet the needs of the majority of learners. Some learners will need something ***additional to*** and ***different from*** what is provided for the majority; this is special educational provision, and we will use our best endeavours to ensure that provision is made for those who need it.

Dawlish College will do its best to ensure that the necessary provision is made for any student who has a special educational need or disability (SEND): we will ensure that all staff in the college are able to identify and provide for those students to allow those with SEND to join in the activities of the college.

The staff and governors of Dawlish College will also work to ensure that all students with SEND reach their full potential, are fully included within the college community and are able to make successful transitions between educational establishments. This policy aims to support

all members of staff in providing positive, whole college approaches towards the learning, progress, and achievement of students with SEND.

As an underlying principle, we believe that:

- **All teachers are teachers of SEND**
- **Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from Learning Coaches or specialist staff**
- **All Leaders are Leaders of SEND**
- Every Leader is responsible and accountable for leading provision for SEND students and supporting in the delivery of equitable education for all

Teaching, and supporting students with SEND, is therefore a whole college responsibility requiring a whole college response. Meeting the needs of students with SEND requires effective partnership working between all those involved: Local Authority (LA), college, parents/carers, learners, children's services, and all other agencies.

Objectives

The SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2014) and aims to:

- Ensure the Equality Act 2010 duties for those with disabilities are met
- Enable learners with special educational needs to have their needs met
- Take into account the views of students and parents/carers so they are involved in decisions regarding their education and future
- Encourage good communication and genuine partnerships with parents/carers of students with SEND
- Facilitate full access to a broad, balanced, and relevant education for students with SEND
- Make arrangements, in conjunction with the Medical Policy, to support those with medical conditions and to have regard to statutory guidance supporting learners at college with medical conditions
- Implement a graduated approach to meet the needs of students using the Assess, Plan, Do, Review cycle of response
- Develop a culture of inclusion valuing quality first adaptive teaching for all students
- Employ a collaborative approach with students, families, college staff and other external agencies including Health and Social Care
- Set appropriate but ambitious learning outcomes based on prior achievement, high aspirations and the views of the students and family
- Share expertise and good practice across the college
- Make efficient and effective use of college resources
- Have regard to the SEND Code of Practice (2015) for the identification, assessment, support and review of SEND

- Have regard to guidance detailed by Devon County Council

Admissions Procedures

Learners with SEND are admitted to the college in line with the Admissions Policy. No learner will be refused admission to the college on the basis of his or her disability or special educational need. For students with an EHCP, the SENDCo will carry the consultation so we are confident we are able to deliver the necessary provisions outlined in the plan with the resources allocated to the school by the Local Authority. The consultation may result in advice to the Local Authority that the SENDCo considers the College should not be named within Section I of the EHCP. This may be due to one of three reasons

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others or
- it would be an inefficient use of resources.

It should be noted that the consultation is a recommendation based on all the information available to the SENDCo. **The Local Authority may disagree with the recommendation and direct Dawlish College to admit. In these circumstances, we will always act in the best interests of both the young person and the other students at Dawlish College and work with the family and the local authority and making our best endeavours to provide the provisions which enable their needs to be met.**

In line with the Equality Act 2010, we will not discriminate for a reason related to a disability. We will use our best endeavours to provide effective educational provision.

Identifying and supporting Disabilities and Special Educational Needs Definition of SEND

Learners have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision ***which is additional to or different from*** that normally available in a differentiated curriculum. Dawlish College regards learners as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of learners of the same age
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- c) Fall within the definition at (a) or (b) above, or would do so, if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Dawlish College will have regard to the SEND Code of Practice (2015) when carrying out its duties towards all students with SEND and ensure that parents/carers are informed by the college that SEND provision is being made for their child.

There may be times in a students' education when they are identified as having a Special Educational Need. These students will be provided with intervention and/or support that is 'additional to or different from' the normal adaptations to a curriculum. This may be on an ongoing basis. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the Code of Practice 2015, students identified as having SEND will be considered within one or more of the following categories of need:

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

A Graduated Response to SEND: how we identify and support students with SEND

Students may have been identified as having SEND prior to admission to Dawlish College. This information is transferred from their Primary School through transition.

However, for students who have not been previously identified as having SEND we have a variety of different systems in place to support identification of need.

All student attainment and achievements are monitored by their class teacher who is required to provide quality first adaptive teaching and learning opportunities which are differentiated for individuals. Where a student is making inadequate progress, falls behind their peers, additional support will be provided by the class teacher or pastoral team under the guidance of their line manager or Progress Leaders.

Where learners continue to make inadequate progress, despite support being deployed, the class teacher or pastoral team will work with the SENDCo/Assistant SENCo to assess if a student has a significant need (in line with one of the four identified categories of need) and agree appropriate support. Details of assessment tools and materials used can be found in **Appendix A**.

In some cases, it may be necessary to seek assessment by, or advice from, an external professional such as a specialist teacher or professional. This will always involve discussion and agreement with the student's parents/carers.

When considering the possibility of a special educational need, any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a learner's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Persistent social, emotional or mental health difficulties which are not ameliorated by appropriate behaviour management strategies and/or ordinarily available pastoral support
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has speech, language communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- Has social, emotional or mental health difficulties which substantially and regularly interfere with student progress or that of the class groups, despite having an individualised support or care plans
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a speech, language or communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning

Assess, Plan, Do and Review

Where a student is identified as having SEND we will take action to support progress by removing barriers to learning and put special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of student needs and what supports the student in making good progress and securing good outcomes. This is known as **the Graduated Approach – assess, plan, do, review.**

For students with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all learners. Those with more complex needs, or for whom a more frequent cycle needs to be employed, are discussed at weekly meetings within and between departments/teams.

Based on observations, assessments, discussions and performance data, students are identified for additional or different provisions. A Student Passport (school-based support plan) is produced for all students who are the subject of an EHCP. This includes relevant data, any diagnosis, strengths, needs, targeted support and any additional relevant information (such as student voice). It may include external agency recommendations and key worker details. Passports may also be created for students with SEND, regardless of whether they have an EHCP.

Statutory Assessment of Needs (EHCP)

Where, despite the college having taken relevant and purposeful action to identify, assess and meet the SEND needs of the student, expected progress has not been made, the college or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. Evidence gathered through internal and external review and reporting will help the Local Authority (LA) in determining whether this statutory assessment of needs is required.

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Dawlish College will hold annual review meetings on behalf of Devon LA and complete the appropriate paperwork for this process. In some cases, an Interim Review might also be held to determine or request a change in need or provision.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all learners, including those with SEND, follows the college assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support is provided to teaching staff where necessary in order to facilitate student progress and to meet need. Progress is monitored constantly where students are not meeting the challenges of their education and additional information is sought and appropriate action taken.

Supporting Students and Families

We value and accept the positive role and contribution families can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the college and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order they play an active part in decisions relating to their child's development, the college endeavours to provide parents/carers with relevant information so that they can reinforce and support holistic progress.

At Dawlish College, we endeavour to support parents/carers so that they are able to:

- Be involved in decision making
- Feel they are taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision

Parents/carers are encouraged to seek help and advice from independent advice and support services, including Devon Information, Advice and Support (DIAS) who provide impartial and independent advice: devonias@devon.gov.uk or telephone: 01392 383080.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website: [Devon's SEND Local Offer - help and support for children with SEND](#). This website provides valuable information about different agencies, services and resources for students with SEND and their families in addition to school resources and information.

Student Voice

We value the views of our students in order to promote the best outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of the Annual Review of the EHCP and throughout targeted intervention. Further details of how students voice is included within decision making can be found in our annual SEND Information Report.

Partnership with External Agencies

The college is supported by a wide range of different agencies. List **Appendix B**.

Transition

A change of school, key stage, class or staff can be an exciting, yet anxious, time for all students. We recognise that this can be additionally challenging for some students with SEND and their families. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity and reassurance to students and families. Our processes for transition are outlined in **Appendix C as well included in our annual SEND Information Report**.

Resources Allocation



- Each year we plan our provision, allocating resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our cohorts
- This support may take the form of targeted support in class, support from a Learning Coach (LC) in focused intervention in groups, or for individuals
- Specialist equipment, books or other resources, that may help the learner, are purchased as required; most commonly through individually allocated resource fund from the LA

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. We provide support to learners with SEND from this budget. Where a learner requires an

exceptionally high level of support, that incurs a greater expense, the college can make a request for additional funding.

It is necessary to demonstrate how we have spent the funding to date, the impact as well as demonstrating why further additional funding is required and how it would be used. The school will use delegated resources in the interests of the whole cohort and both Level 1 and Level 2 funding will not be allocated on an individual basis, but will be used in the interests of providing an inclusive school, with appropriate resources and equipment. Details of what the school is able to offer within these budgets can be found within the Dawlish College School Offer. Where an individual student requires specific resources or support, such as additional in-class adult support or out of class interventions, this is funded through individually assigned resources or Level 3 funding. This additional 'top-up' funding is assigned by the Local Authority, then paid from the local authority 'high needs block' into the college budget. This is only allocated for students who have an Educational Health and Care Plan.

Personal Budgets

Personal Budgets are only available to students with an Education, Health and Care Plan (EHCP). Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/carers who would like to enquire further about using the personal budget should speak, in the first instance, to the SENCo or contact DIAS devonias@devon.gov.uk.

Continuing Professional Development (CPD) for SEND

- All classroom-based staff at the college engage in training sessions where Quality First Teaching is addressed including staff training that is focussed on developing adaptive Teaching and Learning
- The SENDCo/ Assistant SENDCo provide regular advice to other staff in college in specific aspects of meeting the needs of learners with SEND
- All staff have regular CPD which embeds high quality inclusive practices as a core competency to develop. The progress of all students, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual student needs as necessary
- Learning Coaches engage in ongoing training whereby their role and expertise are developed
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g., epilepsy) or to train staff in the use of specific interventions or to train staff in supporting specific SEND (e.g., Autism, Anxiety, Language disorders)
- Peer support and guidance is available daily for all staff in college and training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student

Roles and Responsibilities

Provision for those with SEND is a matter for the college as a whole. In addition to the Governing Body, Head of College and SENDCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a student with SEND gets the support they need – this means doing everything they can to meet students needs
- Ensure that students with SEND engage in the activities of the college alongside those who do not have SEND
- Designate a teacher to be responsible for co-ordinating SEND provision
- Ensure that parents/carers are informed about special educational provision
- Ensure that a SEND 'Information Report' is prepared annually
- Ensure that there are suitable arrangements for the admission of disabled students; steps taken to prevent disabled learners from being treated less favourably than others; facilities provided to enable access to the college for disabled learners and that the Accessibility Plan shows how they intend to improve access progressively over time

Head of College:

The Head of College has responsibility for the day-to-day management of all aspects of the college's work, including provision for learners with SEND. The Head of College will keep the Governing Body fully informed on SEND issues and will work closely with the SENDCo and the Governor with responsibility for SEND.

SENDCo:

In collaboration with the Head of College and Governing Body, the SENDCo determines the strategic development of the SEND Policy and provision with the ultimate aim of raising the achievement of learners with SEND. The SENDCo, alongside her Assistant SENDCo, takes day-to-day responsibility for the operation of the SEND Policy and co-ordinates the provision for individual students, working closely with staff, parents/carers and external agencies.

The SENCo provides relevant professional guidance to colleagues with the aim of securing quality first teaching for those with SEND. Through analysis and assessment of learner's needs, by monitoring the quality of teaching and achievement and by setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching. The SENDCo liaises and collaborates with class teachers so that learning for all is given equal priority.

The principle responsibilities for the SENDCo includes:

- Overseeing the day-to-day operation of the SEND Policy
- Co-ordinating provision for those with SEND and reporting on progress
- Advising on the Graduated Response to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the college's delegated budget and other resources to effectively meet learner needs
- Monitoring relevant SEND CPD for all staff
- Overseeing the records of all learners with SEND and ensuring they are up to date
- Liaising with parents/carers of learners with SEND
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with pre-Key Stage 3 providers, other schools, Educational Psychology, Health and Social Care professionals and independent or voluntary bodies
- Liaising with post-Key Stage 4 providers of education to ensure learners and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for those with SEND
- Leading on the development of quality SEND provision as an integral part of the college improvement plan
- Working with the Head of College and Governance to ensure that the college meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Identifying and arranging assessment for those who may be in need of Exam Access Arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the college's SEND Policy and the procedures for identifying, assessing and making provision for students with SEND
- Class teachers are fully involved in providing quality first adaptive teaching, differentiated for individual students. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable students and their knowledge of the students most frequently encountered
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of learner needs, drawing on teacher assessment and experience as well as previous progress and attainment
- Learning Coaches will liaise with the class teacher and SENDCo on planning, on student response and on progress in order to contribute effectively to the Graduated Response, (assess, plan, do, review).

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. Dawlish College works hard to develop accessibility and the college's Accessibility Plan details how this is being developed.

Monitoring and Accountability SEND Information Report

The college will ensure that the SEND Information Report is accessible on the college website. Governors have a legal duty to publish information on their websites about the implementation of the policy for students with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Trust's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the college. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal.

POLICY AMENDMENT RECORD

Date	Reviewed by	Nature of change	Date of next review
16.4.2024	SENDCO, headteacher, LGB	Updated to reflect current legislation and terminology.	Recommended to be reviewed annually in September or sooner if required. Next review September 2024.
20/10/2024	SENDCo	Updated to include changes to LGB and responsibilities	September 2025
15/09/25	SENDCO	Updated	September 2026

Assessment Tools

- NGRT – reading – assessment
- ReadingWise Vocabulary Programme
- Accelerated Reader Programme
- NGRT – spelling – assessment – selected students/requests
- Pearson dyslexia screener – selected students/requests
- Visual Stress Test – selected students/requests
- Sandwell Early Numeracy Test – selected students/requests
- Test of Abstract Language Comprehension (TALC) 2 – selected students/requests
- Language Link Screening Tool – selected students/requests
- Educational Psychologist reports for cognitive assessments – selected students/requests
- Rapid Reader Intervention Programme – selected students/requests
- Speech and Language Therapist Assessment – selected students/requests
- The Language for Behaviour and Emotions – selected students/requests
- ReadingWise Zip Phonics – selected students/requests
- ReadingWise Comprehension Programme – selected students/requests
- Access Arrangements: Wrat 4 – word reading, spelling and sentence comprehension
DASH – writing speed CTOPP2 – rapid digit naming, rapid letter naming, phonemic isolation, memory for digits

Partnership with External Agencies

The college is supported by a wide range of different agencies. These include (this is not an exhaustive list):

- The School Nurse Team through Devon Integrated Children's Services
- The Educational Psychologist Service
- Devon Information, Advice and Support (DIAS)
- Mental Health in Schools Team (MHST)
- Local NHS Wellbeing Practitioner
- Child and Adolescent Mental Health Service (CAMHS)
- Improving Attendance Officer
- Devon SEND Services Advisory Team
- Devon Dyslexia Services
- Specialist Services for Physical or Sensory needs (Teacher of the Deaf, Specialist VI Teacher, ROVIC services, Chime)
- Hearing/Visually Impaired Service □
- The Speech and Language Service
- Devon Inclusion Team
- Social Care Team
- Early Help
- Local Policing
- Careers South West Advisory Service

Transition Procedures

Stage 1 Primary Liaison

- Calendar of SEND and/or Pastoral Team visits to Primary Schools set up in April onwards prior to transfer
- Any student with SEND and/or EHCP will be identified and their needs discussed (usually in additional transition meetings and through consultation with LA 0-25 Team)
- SEND team will attend Annual Review of EHCP in Year 5/6 where invited
- Information is gathered and decisions made regarding appropriate support/intervention on transfer
- In complex cases, an additional transition plan identifies further actions prior to transfer
- Meetings with parents/external agencies are arranged as appropriate
- Additional visits are offered during Year 6 for identified students; this includes an additional SEND transition day where students are able to have a “taster” session in a smaller group
- Information regarding needs is compiled and disseminated to staff for the transition day visits and to teaching staff for the start of the Autumn Term
- Student Passports are compiled detailing all relevant information and are available on Edukey Provision Maps (software)
- Timetable of support is drawn up and students are identified for additional provisions

Stage 2 Initial Screening

- Progress data provided centrally from KS2
- Students identified by Primaries are tested using Sandwell Early Numeracy Test

- Reading and Spelling tests on entry
- LanguageLink screening on entry
- All data is shared and held on SIMS or Edukey Provision Maps Software.

Stage 3 Monitoring

- Transition Plans are reviewed with staff, learners and parents
- Those giving cause for concern are raised through the weekly meetings and plans drawn up as appropriate to needs
- Staff can refer directly to the SEND team if they require further investigation of a learner's needs

Post-16 Planning

- Students have access to a Careers Curriculum which meets Gatsby Benchmarks for effective Careers Education including access to Work Experience and Employer Encounters
- Students are supported through their key stage 4 course choices so they consider post-16 options and opportunities
- Students are supported by meetings with qualified Careers Advisor from year 9 onwards
- Students are supported to visit local post-16 providers
- Students with EHCPs are supported through preparation for adulthood planning at annual reviews from year 9 onwards
- Students are supported through year 11 to make applications to appropriate post-16 placements
- Additional transition visits are arranged with post-16 placements in line with needs of the student
- Information is shared appropriately with post-16 providers to ensure placements are successful.

Appendix E

