

SEND Information Report 2026-2027

Mission Statement

Empowering everyone to be the best that they can be.

1. **Excellence** – We will provide students with opportunities in which to excel, to empower them to make free choices as a foundation for the best possible future; with outcomes in line with or better than their peers nationally.
2. **Equality** – We will provide high quality teaching and learning, delivering a broad, knowledge rich curriculum, where high aspirations are the norm and success is celebrated, to all students regardless of their background, ethnicity, religion, gender, educational need.
3. **Truth** – We will pursue truth open-mindedly, seeking to help students to enquire, question and challenge, helping them to be well-rounded, resilient, confident, independent learners with a love for learning.
4. **Respect** – We will create a safe community that has at its core an understanding of deep respect for self, for others and for the environment; strong relationships are key.

Executive Headteacher	Jen Veal
Head of School	Emma Gallagher
Person(s) responsible for updating the Policy:	Ian Squires, Assistant Head teacher SENDCo
Policy type:	School
Approval level:	WeST Community Council 7 (WCC7)
Date approved:	WCC7 reviewed July 2026 for implementation 01 September 2026 To be recorded in the minutes of the next WCC7 meeting November 2026
Last reviewed	July 2026
Date of next review:	July 2027
Review frequency:	Annual
Status:	Statutory

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Definition of SEND

A child or young person has 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

(Special Educational Needs and Disability Code of Practice: 0 to 25 years, statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, January 2015)

South Dartmoor Community College's Special Education Needs and Disability policy can be found via the following link:

[South Dartmoor Community College - Policies](#)

SEND Department information and contact details

- SENDCo: Ian Squires, has completed the National Award for SENDCo, University of Plymouth. isquires@southdartmoor.devon.sch.uk
- Assistant SENDCo: Rachael Mitchelmore rmitchelmore@southdartmoor.devon.sch.uk
- CAIRB Teacher and Deputy SENDCo: Natasha Rose nrose@southdartmoor.devon.sch.uk
- SEND Administrator: Debbie Davies. ddavies@southdartmoor.devon.sch.uk
- A team of Teaching Assistants (this number varies, depending on the number of students identified with high needs or with Education Health and Care Plans.) Teaching Assistant support is allocated on the basis of needs. We do not to allocate Teaching Assistants to individual students, outside of exceptional circumstances.
- LIT lead (literacy support base): Leona Squires lsquires@southdartmoor.devon.sch.uk
- DEN lead (learning base): Naomi Parker nparker@southdartmoor.devon.sch.uk
- TOR base (SEMH support): Rachelle Hammond rhammond@southdartmoor.devon.sch.uk
- Provision for students with SEND and the role of the SENDCo is overseen by Community Council Members (previously known as HAB Members) which is led by Mr Dominic Course.

Parental voice and views

South Dartmoor Community College appreciates that the parents and carers know their children best and it is important that we, as professionals, listen and understand when parents and carers' express concerns about their child's development. South Dartmoor Community College will also listen to and address any concerns raised by children and young people themselves.

South Dartmoor Community College provides a twice-yearly report for parents on each child's progress. There are multiple opportunities for parents and carers to contact the SEND Department: at Progress Evenings and at the dedicated SEND Surgeries scheduled 3 times per year. Interim and Annual Reviews are also held for those pupils with an Educational Health Care Plan (EHCP). In addition to this, the school has an 'open door' policy and parents / carers can discuss informally about their child's progress but are encouraged to make a formal appointment with the teacher or SENDCO should they wish to discuss concerns they have.

A part of the information sharing process with any parent / carer will be assessing and reviewing progress towards outcomes.

One part of this process will be assessing general progress within the curriculum through reports and Progress Evenings.

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Alongside this, parent/ carers will have the opportunity to assess and review progress in terms of more SEND specific outcomes; this might occur through the annual EHCP review process, or SEND surgeries, where the effectiveness of Pupil Passports will be reviewed. Students who access the CAIRB are set targets through the Autism Education Trust framework. These are reviewed at the end of each intervention block – approximately half termly. Those individuals with literacy needs are assessed against standardised scores and where progress can be measured after each intervention. Finally, pupils who access support for SEMH may well be set targets through a Relational Plan (RP) and these targets will be agreed and then reviewed towards target at the end of an intervention block. This process will allow those involved to review the effectiveness of the provision.

Student voice and views

It is important that all professionals listen, understand and address any concerns raised by children and young people themselves.

South Dartmoor Community College will:

- Make arrangements for providing children, their parents / carers, and young people with SEND or disabilities with advice and information about matters relating to SEND and disability on their website or at school via the SENDCo.
- Ensure decisions are informed by the insights of parents /carers and those of children and young people themselves.
- Inform students when they are making special educational provision for them and have processes in place for the students to provide feedback.
- Ensure pupils are aware of the planned support and interventions.
- Ensure a clear date for reviewing progress is agreed and the parent or carer, pupils and teaching staff are clear about how they will help the student achieve the expected outcomes.
- Be aware that a child's parents / carer, or children themselves have specific rights to request an Education, Health and Care needs assessment and should feel able to tell their school if they believe they have or may have SEND.
- Carry out Annual Reviews through an appropriate person-centered planning process.
- Hold regular parent/ carer meetings, with the child or young person, as appropriate, to discuss progress.
- Establish processes to facilitate feedback from all pupils, including those with SEND, via Pupil Voice.
- Put the child or young person and their family at the heart of planning and reviewing provision.
- Encourage the active participation of the pupil.

External Agencies

The SEND department works very closely with external services including:

- Educational Psychology.
- Children and Family Health Devon
- Speech and Language Services.
- ROVIC (Re/Habilitation Officer for Visually Impaired Children) service.
- 0 to 25
- SEND Advisory team
- Child and Adolescent Mental Health Service (CAMHS).
- School Nurse.
- Occupational Therapy and Physiotherapy.

Identifying when students need extra help

- Through information gathered from the primary schools during the Year 5 transfer reviews and the Year 6 EHCP reviews before transferring to South Dartmoor Community College.
- Standardised assessments. Literacy and Speech and Language testing are undertaken in the Year 7, 8 and 9 cohorts and Exam Access Arrangement testing may occur in Year 9-13.

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- Individual screening for Cognition and Learning, Social, Emotional and Health and Communication and Interaction needs.
- Tracking and monitor student progress on a regular basis.
- Observations in class.
- Teacher feedback following the **graduated response process**. More details on how additional needs are identified using the Devon Graduated Response Tool can be found in the **Parent Guide** document – located in the SEND page on the website.
- Parental concerns.
- Student concerns.
- Form Tutor, subject teacher and Pastoral Leader concerns.

Provision for students with special educational needs

Teaching and pastoral staff will support pupils at a level appropriate to their needs through effective Ordinarily Available Provision (OAIP) in the classroom and within the school community. All pupils will access high quality teaching and support which takes account of their differing needs.

Pupils requiring more specific intervention to access the curriculum may be supported in a range of ways:

- Ensuring a bespoke, tailored and personalised approach for pupils with more complex needs within a mainstream context.
- Using our best endeavours to secure the special educational provision called for by the child or young person's needs.
- Make appropriate use of the resources in the delegated budget to support children and young people with additional needs.
- Use knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence based.
- Shared in-class support from a Teaching Assistant.
- Personalised intervention programmes to meet specific needs.
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need.
- Specific support through resources bases such as the Hub, Den, Tor, LIT and the CAIRB.

Monitoring progress

South Dartmoor Community College monitors pupil progress regularly, and thus the effectiveness of any provisions. This information is communicated effectively to parents/carers. The school will provide the following information and opportunities for discussion:

- Assessment point data twice a year monitoring academic progress and attitude to learning.
- Progress Evenings.
- SEND Surgeries - at these a student's Pupil Passport will be reviewed by a member of the SEND department.
- Communication with parents through email and telephone calls from the school.
- Information about rewards and sanctions via Classcharts.
- Annual Review Meetings, for pupils with an EHCP.
- Data and reports from specific intervention programmes such as Lexia.

The Senior Leadership Team (SLT) review the effectiveness of SEND provision.

Adaptations to the curriculum and learning environment

This is done on an individual basis where the need is identified for a pupil to have a more personalised curriculum. Most students follow the same curriculum as their peers, perhaps with minor adjustments. Every SEND student at South Dartmoor College benefits from 'Quality First Teaching' and OAIP. Teachers are expected to support students by use of OAIP to meet the needs of all.

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Support for emotional and social development

All students are supported through the pastoral system. Each student has a Tutor who takes them through the 5 or 7 years at South Dartmoor Community College. The SEND team works closely with all year teams. At these meetings pupils who are of concern for academic and/or emotional issues will be discussed, and appropriate interventions identified. These students are then carefully monitored. We adopt a graduated response in all situations. Pupils with SEND may also have a key pastoral worker, who offers support with organisation, emotional needs and liaises with the SEND department. The SEND Department also has a weekly meeting where students' concerns are raised.

All pupils who are identified with concerns about their well-being will be offered appropriate interventions including:

- Support from the College nurse.
- Support from the counselling or chaplaincy services.
- Access to clubs.
- Reward programmes.
- Access to the Hub / CAIRB / DEN (Developing Education through Nurture) / TOR for additional support / LIT (Literacy Intervention).
- Support from the College mental health lead.
- Careers advice support from other agencies, as appropriate.
- SEND lunchtime clubs.

Students with medical conditions

Pupils with specific health conditions will have an Individual Health Care Plan. A designated member of staff is responsible for Health Care Plans which will be drawn up in consultation with the SENDCo, parent/carers and other health professionals as necessary. This will outline the arrangements for administering medication and provide advice for staff in the event of an emergency. Staff will take note of the Health Care Plans when arranging any curriculum enrichment activity.

Safeguarding

If we have any concerns that a student is at risk, we will always follow our Child Protection and Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.

The Child Protection Officer for South Dartmoor Community College is Dan Vile

The Designated Safeguarding Lead (DSL) for South Dartmoor Community College is Tamara Dixon.

Staff training

Training for teaching students with Special Educational Needs is considered essential. There is an on-going programme of whole college training in teaching and supporting students.

This training includes whole staff inset on SEND and SEND topics scheduled into whole College staff meetings.

Inclusion in extra-curricular activities

As stated in our college aims, we expect all children to participate in enrichment activities, and we will endeavour to overcome any barriers to inclusion. If students require additional adults to help them access trips, a member of the SEND team can accompany them.

Accessibility of the college environment?

All areas of the college site are accessible and, if necessary, we will adjust timetables to ensure children have full access to their curriculum. You will find our accessibility plan on the college website via the link below: [South Dartmoor Community College - Policies](#)

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Support with transitions

We gather a lot of information about your child from their primary school, and any agencies involved, for the best possible preparation for them joining South Dartmoor Community College. This is usually in Year 6, but when a child has more complex needs the process of transfer may begin earlier. In addition to the usual induction days for all pupils, vulnerable individuals (not necessarily all children with SEN) are invited to additional transition days in the college to familiarise themselves with their new surroundings and to take part in a tailored transition programme.

South Dartmoor Community College has an excellent Sixth Form, and all pupils are supported to make the transition to study in Year 12 and 13. We also have links with all the Post 16 providers locally and have a strong tradition of supporting students to find the most appropriate course for them.

As pupils' progress through the college, they are given the opportunity to meet an external Careers Advisor, who will offer personalised support. Students also can meet with our career's advisor and members of the SEN Leadership Team. As students transition between key stages there is also a thorough options process to support them with their future planning.

Deciding how students receive support

The decision-making process is informed by the data and information provided by all agencies involved. We also follow the graduated response. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case of high needs pupils discussed with parents at Annual Reviews. Where a student makes good progress, and bridges the gap, support may well be reduced. Occasionally, the college, parents and student may consider that a place on the SEND register is not necessary anymore.

Complaints

In the first instance, parents should talk to the SENDCo or the Headteacher/Head of School. Further details of how to make a complaint are outlined in SEND Policy and the Complaints Policy found on the link below:

[South Dartmoor Community College - Complaints](#)

Looked After Children (LAC) and Previously Looked After Children (PLAC)

There will be some Children in Care (CIC) who also have SEND needs. The link for South Dartmoor College policy for CIC can be found below:

[South Dartmoor Community College - Policies](#)

This policy supports those CIC and works alongside the SEND policy of South Dartmoor College when a student may have CIC and SEND needs.

The Local Authority Offer

Here are two useful links to find out about SEND within Devon and the support available to you:

- Devon County Council SEND Support Information: the link will tell you what you can expect to be available for children with SEND in Devon across education, health and social care services. <https://www.devon.gov.uk/education-and-families/send-local-offer/>
- Devon Information Advice and Support (DIAS): they provide free, confidential and impartial support and training for parents and carers (0-19) who have SEND. <https://devonias.org.uk/>