



Holsworthy Community College

SEND Information Report 2026–2027

In accordance with the SEND Code of Practice (0–25 years, 2015). Part of Dartmoor Multi Academy Trust.

1. Our Vision for Inclusion

At Holsworthy Community College, we are committed to creating a fully inclusive environment in which every student can succeed. We believe that all young people, regardless of need, should have access to a high-quality education that enables them to develop academically, socially, and emotionally.

Our approach is rooted in the principles of equity, early identification, and strong relationships. We are committed to removing barriers to learning and ensuring that students with SEND are supported to become confident, independent learners who are well prepared for adulthood.

Inclusion is embedded within everyday classroom practice and is a shared responsibility across all staff.

2. Leadership and SEND Team

SEND provision is led by:

Assistant Principal for SEND & Inclusion (SENCO): Tammy Brain

The SEND team includes:

- Teaching Assistants assigned to year groups
- Pupil Coaches supporting emotional and pastoral needs
- Specialist staff within the CAIRB provision
- External professionals where required

Each student on SEND **Support** is allocated a **key worker** to ensure consistent support for both the student and their family, strengthening communication and enabling a personalised approach.

3. Profile of SEND (2025–2026)

Category	Number
Students on SEND Support	168
Students with EHCPs	39 (fluctuated throughout the year)
Students with exam access arrangements	39

The SEND register has been refined over the past academic year to ensure more accurate identification. This has enabled the school to ensure that support is proportionate, targeted, and impactful.

4. The Graduated Response

The school follows the **Assess–Plan–Do–Review (APDR)** cycle, ensuring that support is regularly reviewed and adapted in response to student progress.

Assess

- Students are identified through assessment data, teacher observation, and information from previous settings or external professionals.
- For students at the earlier stages of **SEND Support**, assessment is supported by the teaching assistant, working in conjunction with teaching staff and the SEND team.
- Additional assessment tools may be used where appropriate (e.g., literacy, numeracy or communication assessments).

Plan

- Appropriate support is planned based on identified need and agreed outcomes.
- For students on SEND support, provision is recorded through the **Pupil Passport**, ensuring strategies are clearly outlined and shared with staff.
- For students at earlier stages of need, the teaching assistant contributes to planning alongside relevant staff to ensure support is proportionate and targeted.

Do

- Support is delivered through a graduated model of provision:

Wave 1: Universal Provision (All Students)

High-quality teaching is the foundation of SEND provision at Holsworthy Community College. Teachers ensure that learning is adapted to meet the needs of all students.

This includes:

- Clear modelling and structured explanations
- Breaking learning into manageable steps
- Explicit teaching of vocabulary to support literacy
- Consistent classroom routines

Staff have access to the **SEND support** records and pupil passports, ensuring that strategies are applied consistently across subjects.

Wave 2: Targeted Provision (Some Students)

Students who require additional support access structured interventions focused on **foundation knowledge**, particularly literacy and numeracy.

Additional interventions around SEMH, communication and interaction are also part of our provision.

Wave 3: Specialist Provision (A Small Number of Students)

Students with more complex needs receive highly personalised support, including:

- EHCP provision
- Multi-agency involvement
- SEMH support and regulation strategies
- Access to CAIRB provision

Support is carefully monitored during delivery to ensure it is implemented consistently and effectively.

Review

- All provision is **reviewed regularly** to ensure impact and inform next steps.
- Interventions are time-limited and evaluated based on progress, engagement and outcomes.
- For students at earlier stages of SEND Support, reviews are supported by the teaching assistant in collaboration with relevant staff.
- Provision is adapted, continued, or ceased based on evidence of impact.

Communication and Interaction Resource Base (CAIRB)

The school also has a CAIRB with a PAN of 10 (currently 9 students). The **language link assessment tool** is used to support assessment and intervention planning.

The aim for students within this base is to:

- Access mainstream lessons alongside a carefully personalised package of support.
- Develop the skills required to participate successfully in mainstream education wherever possible.

The CAIRB is staffed by:

- Lead teacher: Rachel Horwood
- Higher Level Teaching Assistant: Jo Bray
- Teaching Assistant: Michelle Sam
- Link Teaching Assistant (CAIRB ↔ mainstream): Katie Stallard

The CAIRB provides targeted support for students with communication and interaction needs, whilst also contributing to inclusive practice across the school. This includes supporting staff and, where appropriate, extending strategies to benefit pupils in the mainstream.

5. Intervention Strategy and Impact

The school delivers a structured and targeted intervention programme with a strong focus on literacy, numeracy and foundation knowledge.

This reflects both school priorities and national expectations, **as outlined in our School Inclusion Strategy**.

Intervention Overview 2025–2026

Area of Need	Intervention Programme	Number of Students	Purpose
Phonics / Early Reading	Fresh Start (RWI)	6	Develop decoding and reading fluency
Reading & Comprehension	Lexia / Sparx Reader	28+	Improve comprehension and vocabulary
Literacy (combined)	Anchor Literacy	44	Support reading, handwriting, and literacy access

Spelling	Workshark	40+	Improve spelling and phonics knowledge
Reading fluency	Peer mentoring	33	Build confidence and reading engagement
Numeracy	Numeracy Ninjas mentoring	23	Develop confidence in core number skills
Numeracy	Success@Arithmetic	18	Improve fluency and accuracy in maths
Maths support	Targeted maths intervention	10+	Address individual gaps in learning

Overview of Reach

Across the academic year:

- Over **40 students** accessed structured literacy intervention
- Over **20 students** accessed targeted numeracy support
- Over **30 students** benefited from peer mentoring

This demonstrates a strong and strategic focus on ensuring that students develop the **core skills required to access the wider curriculum**.

Impact

The transition to a more targeted, extraction-based intervention model has led to:

- Improved reading fluency and comprehension
- Increased confidence and engagement in lessons
- Stronger foundation knowledge across subjects
- More consistent progress across year groups

Interventions are **time-limited, monitored, and regularly reviewed**, ensuring that students move in and out of provision based on need and progress.

6. Identification of SEND

Students are identified through:

- Transition information from primary schools
- Baseline assessment (reading and numeracy)
- Teacher referral and monitoring
- Parent/carers input
- External professional advice

Enhanced transition arrangements ensure early identification and effective support from the start of year 7.

7. Monitoring Progress

Progress is monitored through:

- Whole-school data systems
- Reading and numeracy assessments
- SEND review meetings
- EHCP annual reviews

Provision is regularly adjusted in response to student progress and need.

8. Education, Health and Care Plans (EHCPs)

Students with EHCPs receive personalised support aligned to their individual needs.

The school works closely with:

- Families
- The Local Authority
- External agencies

EHCP applications are considered where needs are significant and sustained.

9. Exam Access Arrangements

Provision	Details
Students supported	39
Support includes	Extra time, reader, scribe, rest breaks, laptop

All arrangements reflect the student's normal way of working.

10. Inclusive Teaching and Staff Development

All staff are responsible for the progress of students with SEND.

Training includes:

- Adaptive teaching strategies, including the use of StepLab as a CPD tool to support high-quality teaching.
- Literacy across the curriculum
- Understanding SEND needs

A particular focus has been placed on using **reading age data** to inform teaching.

11. Working with Parents and Students

We adopt a person-centred approach, ensuring families are involved in decision-making at every stage of the graduated response.

- Regular communication
- SEND review meetings
- EHCP reviews

Students are encouraged to develop independence and understanding of their needs.

12. Wider Inclusion

Students with SEND are encouraged to participate fully in:

- Trips and visits
- Clubs and enrichment

Participation is strong and reflects the school's inclusive ethos.

Attendance remains a priority, with targeted support in place.

13. Transition

We provide structured support at key transition points:

- Primary to secondary
- Between year groups
- Key Stage 4 options
- Post-16 pathways

Information is shared effectively to ensure continuity of support.

14. Devon SEND Local Offer

Further information is available at:

<https://www.devon.gov.uk/educationandfamilies/send-local-offer/>

15. Contact Details

SENCO / Assistant Principal (SEND & Inclusion): Tammy Brain

Email: tbrain@hccdevon.org

SEND Admin: kshadrack@hccdevon.org

16. Complaints:

We aim to resolve concerns through open and collaborative discussion wherever possible. However, where concerns cannot be resolved informally, parents and carers may follow the school's formal complaints procedure, available here:

[Holsworthy College - Policies](#)

17. Review Date

This report will be reviewed annually.

Next review: September 2027