



# Special Educational Needs & Disabilities (SEND) Policy

Reviewed Sept 2026 Next

Review Sept 2027

## Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2015
- Part 3 of the Children and Families Act 2014 and associated regulations

**Governor responsible for SEN:** Mr Darryn Allcorn

**Principal:** Mr Andrew Sweeney

**SENDCo:** Mrs Tammy Brain

**SENDCo Qualifications:** Postgraduate qualification in Special Educational Needs

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**This policy will be reviewed annually**

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# Special Educational Needs and Disability (SEND) Policy

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all our children. The responsibility for the management of this policy falls to the Principal; the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disability Co-ordinator (SENDCo). The Governing Body, Principal and the SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is adapted to meet the needs of most pupils. Some pupils will need something **additional to** and **different from** what is provided for most pupils; this is special educational provision, and we will use our best endeavours to ensure that provision is made for those who need it.

The staff and governors of HCC will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that:

***All teachers are teachers of Special Educational Needs.***

***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

***Our approach follows a clear cycle: early identification, high-quality teaching, targeted intervention, and ongoing review***

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

## School Admissions

No pupil will be refused admission to school based on their special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

# Aims and Objectives

## Aims

To provide the structure for a pupil-centred process that engages the pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all our pupils are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

## Objectives

The SEND Policy of Holsworthy Community College reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs policy are to:

- Ensure that duties under the **Equality Act 2010** are fully met and that pupils with SEND are able to access appropriate provision.
- Provide a **broad, balanced and relevant education**, enabling pupils with SEND to achieve their potential and make progress from their starting points.
- Implement a **graduated approach (Assess, Plan, Do, Review)** to identify, support and review pupils' needs effectively.
- Promote a culture of **high-quality teaching for all**, with staff using effective adaptations to meet a range of needs within the classroom.
- Work collaboratively with **pupils, families, school staff and external agencies**, ensuring strong communication and a shared approach to supporting each learner.
- Set **ambitious, personalised outcomes** informed by prior attainment, high expectations and the views of the pupil and their family.
- Ensure that the **voice of the pupil** is central to decision-making and provision planning.
- Share expertise and good practice across the school and wider professional community to continually improve SEND provision.
- Use resources efficiently and effectively to provide **targeted and impactful support**.
- Make appropriate adjustments for pupils with **medical conditions**, in line with statutory guidance and the school's Medical Policy.
- Have regard to the **SEND Code of Practice (2015)** and **Devon County Council guidance** in all aspects of identification, support and review.

# Identifying and Supporting Special Educational Needs and Disabilities

## *Definition of SEN*

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them, namely provision ***which is additional to or different from*** that normally available in an adapted curriculum. Holsworthy Community College regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than most pupils of the same age,  
or
- b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory age has special educational needs if they 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).

Pupils 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.

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

There may be times in a pupil's school career when they are identified as having a Special Educational Need.

These pupils will be provided with intervention and/or support that is 'additional to or different from' the usual adapted curriculum. This may be on an ongoing basis or for a limited time. Many pupils 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 SEND Code of Practice 2015, pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

### ***Cognition and Learning***

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to, or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

### ***Social, Emotional and Mental Health Difficulties***

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These presentations may reflect underlying mental health difficulties, and the school commits to working with the appropriate professionals in order to undertake its duty of care in line with the Keeping Children Safe in Education statutory guidance.

Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### ***Communication and Interaction needs***

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives. Children with autism are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

The school has a Communication and Interaction Base located on site, which provides specialist provision for pupils with significant speech, language and communication needs, including those with autism. While pupils may be placed within the base to access targeted support, the expertise and strategies developed within this provision are also used to support learners across the wider mainstream school. Staff work collaboratively to share approaches, adapt teaching, and implement effective communication strategies

so that all pupils can benefit from inclusive practice where this would be advantageous to their learning and development.

### ***Sensory and/or Physical needs***

Some children require special educational provision because they have a disability, and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI – including Deaf and hearing impairment) or a multi-sensory impairment (MSI - sometimes referred to as Deafblind) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. For further information on how we ensure that our site is accessible for all, please visit our SEND accessibility plan on our SEND page of the School Website: [Holsworthy College - SEND and Inclusion](#)

# A Graduated Response to SEND

## *Early Concerns*

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate adaptation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

## *How we identify and support pupils with SEN*

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities adapted for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers.
- Match or better the pupils' previous rate of progress.
- Close the attainment gap between the pupil and their peers.
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the school's Special Educational Needs and Disability Team to assess if a pupil has a significant learning difficulty and agree appropriate support. Details of assessment tools and materials used in our school can be found in **Appendix 1**.

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

When considering whether a pupil has 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 pupil'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 and mental health needs (SEMH)s which are not alleviated by appropriate behaviour management strategies.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.

- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate adapted curriculum.
- Has social, emotional and mental health needs (SEMH)s which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Has a communication and/or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

# Assess, Plan, Do and Review

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## Graduated Response

Where a pupil is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place. SEN support follows the graduated approach of Assess, Plan, Do, Review, through which provision is continually revisited and refined in response to a growing understanding of the pupil's needs and the impact on progress and outcomes.

For pupils with lower-level SEN, this cycle aligns with termly Pupil Progress Meetings. Where needs are more complex, or more frequent review is required, additional review points are implemented alongside these meetings.

The school applies a graduated approach to how the Assess, Plan, Do, Review cycle is delivered. Where a pupil is recorded on the SEND Support and strategies are already established, review takes place at classroom level through the Pupil Passport. The Teaching Assistant (taking on board the teacher guidance, and support of the SENDCo) reviews the passport with the pupil to ensure their voice is captured and that they understand the strategies in place to support them. The updated passport is then shared with parents/carers to maintain effective communication. This approach ensures that school resources are used efficiently and that time is prioritised for the delivery of targeted interventions and support.

Where a pupil's needs are more complex, or provision requires significant adjustment, a formal review meeting is held. This will involve appropriate staff, which may include the SENDCo, House Leader, Teaching Assistant, Intervention Coordinator, tutor, or other relevant professionals. These meetings take a solution-focused approach to reviewing progress, identifying barriers, and agreeing new or adapted interventions.

All SEN provision is reviewed at least termly to ensure it remains effective, proportionate, and responsive to the pupil's needs by the SENDCo and the team.

Interventions are overseen and quality assured by the Intervention Coordinator in conjunction with the SENDCo, ensuring consistency and impact.

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## Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high-quality adapted teaching, they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers, the pupil will be removed from the school's SEN register.

It is important to note that students who were previously on the SEND Support will be closely monitored by the SENDCo at data collection points to ensure that their progress continues to be in line with their peers.

# Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the APDR or TAF plans (Team Around the Family) will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil 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 Holsworthy Community College will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

## Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly and when required. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Interventions are expected to demonstrate measurable impact, with at least 70–80% of pupils making progress in identified areas

Pupil progress is monitored in line with the school assessment cycle and where pupils are not making sufficient progress, how to improve is documented in the students' report. Parents are invited to contact the school, following the reports. Additional information might also be sought, and appropriate action taken.

Students following interventions also have their intervention reviewed regularly (at least every term) to ensure that progress is made and the intervention is ceased when appropriate and in a timely manner.

## Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Holsworthy Community College, we endeavour to support parents/carers so that they can:

- Feel fully supported and 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 of a child with SEND, and a regularly reviewed plan, will have the opportunity to meet with teachers and have two reports and when necessary to meet with the SENDCo.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice & Support for SEND (DIAS) <https://www.devonias.org.uk/>. These can provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website [www.devon.gov.uk/send](http://www.devon.gov.uk/send). This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

### **Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Children Looked After, see **Children in Care policy**.

### **Pupil Voice**

In line with the code of practice, we hold the views of pupils highly and recognise the importance of gaining genuine pupil views, in accordance with our cooperative values, in promoting the best pupil outcomes. Pupils 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 their annual review, as part of the Personal Education Plan for Children Looked After, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

### **Partnership with External Agencies**

The school is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is updated annually.

## **Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families. Our processes for transition are explained further on the school website where there are hubs for each year group.

## **Communication and Interaction Resource Base (CAIRB)**

The Communication and Interaction Resource Base is an additional support that we can offer students who need adapted curriculum around their communication and interaction needs as outlined in an EHCP.

Whilst the aim is that students should be accessing mainstream lessons 75% of the time, this is reviewed daily and can also be different as we adapt to the different needs of the young people that we serve... The base is led by a lead teacher and assisted by two additional support staff including a Higher-Level Teaching Assistant (HLTA). This allows us to offer adaptive provision to those students in our CAIRB. Our CAIRB has ten places that can be allocated by the Local Authority in consultation with the Holsworthy SEND team.

The base is resourced to provide an environment where students with Communication and Interaction Needs can manage sensory overload and find a supportive area during a busy school day. It is also a place where we look to support and develop their abilities to adapt to and communicate with the demands of larger environments as we work with students to prepare them for post 16.

# Training and Resources

## *Allocation of resources*

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of adapted work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

## **Continuing Professional Development (CPD) for Special Educational Needs**

- All staff at the school engage in half-termly training sessions when Quality First Teaching is addressed, through our Teaching and Learning groups.
- The SENDCo and other SLT members will provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND.
- All staff have regular CPD meetings. The progress of all pupils 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 pupil needs as necessary.
- Teaching assistants are engaged in ongoing training whereby the role of the teaching assistant is developed in accordance with the research from the Education Endowment Foundation.
- External trainers are brought in periodically to address more specialist training needs such as supporting those with a particular need type, dealing with specific medical conditions (e.g., epilepsy) or training staff in the use of specific interventions.
- Peer support and guidance are available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

## **Funding**

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This

additional 'top-up' funding is then paid from the local authorities' high needs block into the school's budget.

### **Personal Budgets**

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently undergoing a needs assessment for an 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 SENDCo.

# **Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the whole school. In addition to the Governing Body, Principal 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 child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs.
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCo.
- inform parents/carers when they are making special educational provision for a child.
- prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

## ***Principal***

The Principal has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with special educational needs and disability. The Principal will keep the Governing Body fully informed on Special Educational Needs issues. The Principal will work closely with the SENDCo and the Governor with responsibility for SEND.

## ***SENDCo***

In collaboration with the Principal and governing body, the SENDCo determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and 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 children is given priority.

The principal responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEND Support– Assess, Plan, Do, Review through SEND Summaries.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Managing the SEND team.
- Overseeing the records of all children with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with previous providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Principal and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

***All Teaching and Non-Teaching Staff:***

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of

strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' 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 the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil progress in order to contribute effectively to the SEND Summaries and where required the graduated response, (assess, plan, do, review).

### **Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make practicable adjustments to support pupils with medical conditions. Individual healthcare plans, which parents will support us to complete, will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using the appropriate documentation. For those pupils with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. ***Please see the school's Medical Policy for further details.***

### **Children in Hospital**

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals\*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

\* E.g., medical agencies, Hospital School, DPLS

## **SEND Information Report**

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils 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. Details on the information required can be found on the website.

# Monitoring and Accountability

## Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in “Statutory Policies for schools” (February 2015)

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284301/statutory\\_schools\\_policies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf))

## 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 Dartmoor Multi Academy Trust Complaints Policy.

If there continues to be disagreement regarding the 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 school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

# Appendix 1

## List of assessment tools and materials

At Holsworthy Community College, when assessing whether a student has a SEN, we use a variety of assessment tools and sources of data. In order to build as full a picture as possible of a student, we generally combine several assessments or sources of data. This is because we recognise that any assessment is a snapshot of that individual's ability at a given moment in time.

- **NGRT Reading Test:**

These tests occur in year 6 prior to transition, or on arrival and then on a twice-yearly basis from year 7 - 9, one in the Autumn term and one end of Spring term. We conduct these tests in order to ensure that students are making appropriate progress. If they are not, it could indicate a potential SEN.

- **KS2 data from primary schools:**

This information provides a useful starting place for any assessment of additional need. If a student has been recorded as 'Has not met standard,' 'working towards standard,' 'expected standard not achieved' or 'working below the level of the test' then it could potentially indicate an additional need.

- **Other information from Primary schools:**

Primary schools pass on a variety of information about students that may be used to evaluate whether there is a SEN. Examples of such information could include: Individual Education Plans; One Page Profiles; DAF 2a 'My Plans'; examples of work; reports from visiting professionals (Educational Psychologist; Speech and Language Therapist; school nurse, etc) or notes from meetings held about a particular student.

- **CATs:**

These are tests held at the start of year 7 and across much of the country. The name is an acronym and stands for Cognitive Ability Test. These tests gauge three areas of a student's ability: quantitative (thinking with numbers); verbal (thinking with words) and non-verbal (thinking about space and shapes). Used alongside SATs tests, they provide another useful source of information for building a rounded picture of a student.

- **Departmental assessments:**

Each department delivers its own series of assessments designed to monitor the progress of students throughout the year. A student not making expected progress would be given feedback designed to help them make the next step in learning.

- **GCSE mock papers:**

For the KS4 students, some departments deliver regular practice for students in the form of past GCSE papers or assessments in the style of GCSEs. If a student is not able to complete an examination to a

suitable standard, even with quality first teaching in preparation, then it can be an indication of an underlying SEN.

- **Reports:**

The school distributes reports twice a year detailing their academic endeavours. These reports are useful in detailing not only whether a student is making expected progress across their range of subjects, but also if they are perceived to be putting in the required level of effort and completing homework to a suitable standard.

- **School Robins**

As one of the people likely to see a student on a regular basis, the classroom teacher is often best placed to raise concerns about a student having a SEN. If the student is not making the expected amount of progress, even with quality first teaching and appropriate differentiation, it is the teacher's duty to raise their concerns with the SENDCo. When this happens, all of that student's teachers will be requested to give their opinion about the student. One of the ways this can be done is through the Concern Form. It asks teachers to rate a student across a range of capabilities. Taken together, the forms can provide a useful picture of a student's general ability.

- **Autism Education Trust: Progression Framework:**

As part of Devon's Enhanced Autism Program, we are adopting the use of the Autism Progression Framework. This has been developed by the Autism Education Trust and is endorsed by the Department for Education. The Progression Framework allows us to record progress in seven areas: social communication, social interaction, social imagination and flexibility, sensory processing, emotional understanding and self-awareness, learning and independence and community participation.

- **Write/type/scribe test:**

This test is one of the methods used to determine whether a student would benefit from access to different forms of recording in an examination. A student would be required to write for twenty minutes, type for twenty minutes and dictate to a scribe for twenty minutes. The preferred method can then be discussed with the SENDCo before applying because there are various advantages and disadvantages associated with the different ways of recording and a decision will need to be made that best helps an individual. Please see the College's Word Processing Policy for more information. Assistive technology may also be used, in line with Holsworthy Community College's 'Bring Your Own Device' Policy.

- **Exam dispensation assessment:**

The SENDCo will require consulting with a qualified specialist assessor for exam access arrangements. This means that students can be tested using one or more psychometric (measurement of ability or attainment) tests in order to ascertain whether a student is likely to qualify for exam access arrangements. Evidence from teachers, the results of the tests, prior external agency reports and academic interventions undertaken by the student in KS3 are all taken into account and used for the application.

- **Visual Stress Test:**

Some students suffer from something called visual stress which is sometimes associated with literacy difficulties. Visual stress can make it difficult for a student to read black typeface on a white background. If this is thought to be the case, a visual stress test can determine the colour of the Perspex overlay that best suit a student's particular needs.

# Appendix 2

## Details of transition arrangements:

1. Principles
  - 1.1 The school is committed to ensuring smooth, well-planned transitions for all students with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice (2015), which emphasises the importance of early planning and collaboration during transition points.
  - 1.2 Transition arrangements aim to ensure continuity of provision, minimise anxiety, and support student progress and wellbeing.
2. Transition from Previous Settings (Key Stage 2 to Key Stage 3)
  - 2.1 The SENCO will establish effective communication with feeder primary schools and previous settings.
  - 2.2 Information will be gathered through meetings with previous SENCOs, review of records, and attendance at transition meetings for Year 5 and Year 6 students where appropriate.
  - 2.3 Enhanced transition arrangements will be implemented for students with SEND, which may include:
    - Additional school visits
    - Familiarisation sessions
    - Meet-the-staff opportunities
    - Individual transition plans where required
  - 2.4 These arrangements are designed to support students in becoming confident and prepared for Key Stage 3.
3. Collaboration with the Local Authority
  - 3.1 The school will work in partnership with the Local Authority to support commissioning arrangements and ensure appropriate placement of students with SEND.
  - 3.2 The SENCO will contribute to consultations and placement decisions, ensuring that provision meets the needs outlined in Education, Health and Care Plans (EHCPs) where applicable.
4. Internal Transitions Between Year Groups
  - 4.1 The school will ensure robust systems are in place for sharing information between staff at key transition points within the school.
  - 4.2 A centralised SEND Support will be maintained and regularly updated for all students with SEND.
  - 4.3 This record will transfer with students between year groups (e.g. Year 8 to Year 9), ensuring continuity of support.
  - 4.4 Staff will be provided with clear, accessible information at the start of each academic year, including effective strategies and interventions that have previously supported the student.
5. Key Stage 3 to Key Stage 4 Transition (Options Process)
  - 5.1 Enhanced transition support will be provided during the Key Stage 4 options process.
  - 5.2 Students with SEND will receive appropriate guidance to ensure informed decision-making regarding subject choices.
  - 5.3 Consideration will be given to individual needs, strengths, and future aspirations when supporting pathway decisions.
6. Transition for Students Leaving the School
  - 6.1 When students move to another school or provision, all relevant information will be shared promptly with the receiving setting.
  - 6.2 Where appropriate, the SENCO will attend or facilitate transition meetings to support collaborative planning and ensure continuity of provision.
  - 6.3 The school will ensure that records, including the SEND Support and any professional reports, are transferred securely and efficiently.
7. Post-16 Transition

7.1 The school will support effective transition to Post-16 education, training, or employment.

7.2 The SENCO will work with Post-16 providers to share relevant information, including:

- Student needs and strengths
- Successful strategies and interventions
- Exam access arrangements

7.3 Students and families will be supported in planning appropriate next steps, in line with the person-centred approach outlined in the SEND Code of Practice.

8. Enhanced Transition Support

8.1 Additional transition support will be provided at all key transition points, including:

- Key Stage 2 to Key Stage 3
- Key Stage 3 to Key Stage 4
- Post-16 transition

8.2 The level of support will be proportionate to need and may include personalised transition plans, multi-agency involvement, and increased communication with families.