



## SEND Information Report

### Statement of Intent

#### Dignity not Deficit

This is our foundational principle for SEND at ECC. Difference and disability are part of humanity. Children who have learning differences must have an education characterised by dignity and high expectations.

- Inclusion is a collective responsibility. We believe success for every student requires a whole-school approach, making inclusion central to all teaching and learning activities.
- At ECC, we respond to needs rather than diagnoses, recognising that while some diagnoses can help students understand their challenges, these challenges do not define them or our expectations.
- Early identification of needs is crucial for maximising progress. We use accurate screening techniques to inform effective interventions.
- Thorough progress monitoring ensures individuals receive appropriate, personalised support.
- We proactively plan interventions to address potential challenges, supporting students to meet learning challenges and succeed.

Excellent care, guidance and support contributes significantly to pupils' personal development to make them all feel safe and secure and make the best possible academic and personal progress.

Exmouth Community College is a fully inclusive mainstream comprehensive school catering for students aged eleven to eighteen.

The College has experience of the full range of additional needs, including:

- Autistic Spectrum Disorder
- Physical and Sensory Needs & Impairments
- Down's Syndrome
- Cognition and Learning Difficulties
- Emotional, Social and Mental Health Needs
- Speech, Language and Communication Difficulties

At Exmouth Community College we believe that all teachers are teachers of children with SEND and we are committed to providing quality first teaching for all students.

The College's SEND policy can be accessed in conjunction with this report, via the College website > Home page > About Us > Statutory Information.

Management of The Learning Support Team is comprised of:

- Heather Lee-Joy: Director of SEND (SENDCO) BA(hons), PGCE
- Miss Sue Tigwell: Assistant SENDCO KS3/Transitions from Y6 to Y7 for SEND pupils
- Mrs Laura Hatchard: Assistant SENDCO KS4/5 BA(hons)
- Miss Suzie Eden: Assistant SENDCo EAA BA(hons), PGCE, NASENCo
- Nicola Manning: Learning Support Administrator

Email: [learningsupport@exmouthcollege.devon.sch.uk](mailto:learningsupport@exmouthcollege.devon.sch.uk); Tel: 01395 265739

### Contact Details

|  |  |
|--|--|
| Learning Support Administrator   | Nicola Manning<br><br><a href="mailto:learningsupport@exmouthcollege.devon.sch.uk">learningsupport@exmouthcollege.devon.sch.uk</a><br><br>01395 265739 |
| Where is the Local Authority's Local Offer published?                                      | <a href="https://www.devon.gov.uk/education-and-families/send-local-offer/">https://www.devon.gov.uk/education-and-families/send-local-offer/</a>      |
| SEND Governor Link   | <ul style="list-style-type: none"> <li>• Claire Fegan (Lead)</li> <li>• Karen Knight (secondary)</li> </ul>  |
| Contact details for support services for parents of pupils with Special Educational Needs. | Devon Information Advice and Support (DIAS)<br><a href="https://devonias.org.uk/">https://devonias.org.uk/</a><br>01392 383080                         |

### Implementation

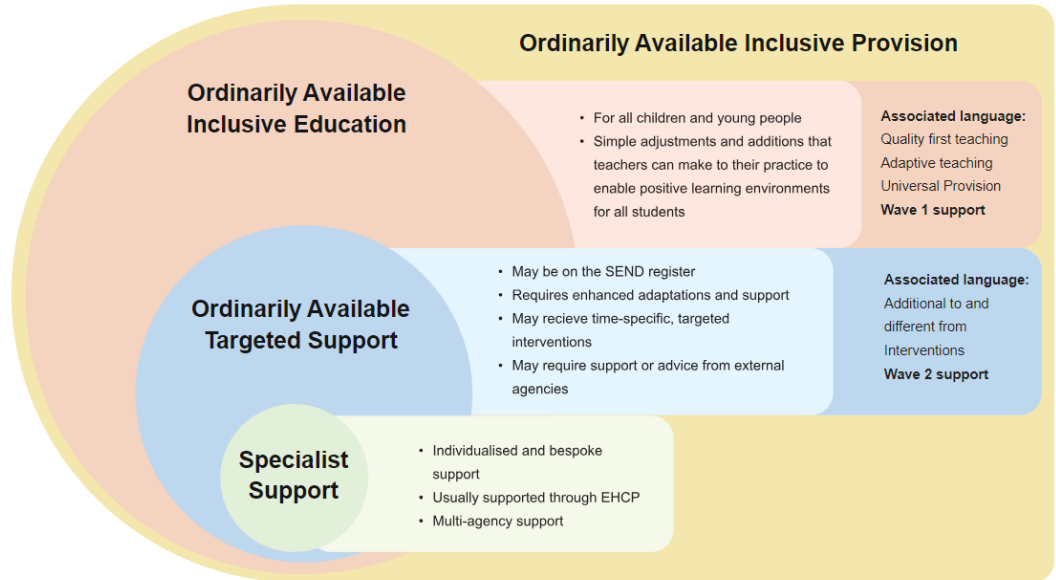
| Questions   | School Response   |
|---|---|
| <b>What kinds of special educational needs are provided for at Exmouth Community College?</b> | <p>Exmouth Community College is a mainstream, inclusive school for children aged 11-18 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND. We support learners who may have difficulties with:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Speech, Language and Communication needs</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical Difficulties</li> </ul> <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEN, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is</p> |

|  |   |
|--|---|
|  | <p>available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the SEN of pupils at this school. For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:</p> <ul style="list-style-type: none"> <li>• it would be unsuitable for the age, ability, aptitude or SEN of the child or young person,</li> <li>• Or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.</li> </ul> <p>Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the named school.</p>  |
| <p><b>What are the policies for identifying children with SEND and assessing their needs?</b></p>                    | <p>We have highly trained teachers and learning mentors who can identify and help support children who are experiencing any difficulties and the SENDCOs coordinate this work across the whole school. Every child’s learning journey is unique. Class teachers continually track the progress of all children in their class. They have daily discussions with classroom support staff to ensure every child is meeting their potential as well as monitoring written work and regularly observing children during their learning. Subject teachers and learning mentors can discuss any concerns they have as and when needed with the SENDCO, and all teachers have termly Pupil Progress meetings and Inclusion Reviews.</p> <p>There are many ways that we may identify a SEND for example:</p> <ul style="list-style-type: none"> <li>• Liaising with primary schools to ensure that information on children transitioning into the school is shared effectively.</li> <li>• Teachers carry out regular assessments, so that they can quickly identify any child who is experiencing particular difficulties.</li> <li>• Parents may raise concerns about their child</li> <li>• Other professionals working with a child outside of the school may raise concerns or highlight a specific need.</li> <li>• Pupils’ views</li> <li>• Review attendance and exclusion data for students with SEND</li> </ul> |
| <p><b>How does Exmouth Community College evaluate the effectiveness of the provision for children with SEND?</b></p> | <p>Subject leaders and the SENDCO measure the effectiveness of provisions made for pupils as part of their subject monitoring cycle. This will include learning walks, book looks and pupil conferencing.</p> <p>If a child is supported through the ‘Team Around Me’ process or an ‘Early Help Assessment’, the multi-agency team working with the child will meet every 6 weeks to review progress against outcomes.</p> <p>Pupils with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed.</p> <p>Miss Lee-Joy reports regularly to the Governing Body. We have a Governor who is</p>  |

responsible for SEND, who attends meetings where possible, and who reports to the Governing Body.

**What are the arrangements for assessing and reviewing children's progress towards outcomes?**

As a school, we track and analyse children's progress on a termly basis.



Source: <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/introduction/>

Where specific needs are apparent, we have a range of screeners which can be used to explore a child's strengths and difficulties in more detail. The Ordinarily Available Inclusive Education Framework is used as a tool to support teachers and school leaders to meet the needs of children and young people.

There are three broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework, is to ensure that levels of support at an early stage, which are part of a school's ordinarily available inclusive provision, are implemented before a pupil progresses through to targeted or specialist levels of support.

For a very small percentage of pupils, whose needs are significant and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

|   |  |
|---|--|
| <p><b>What is our approach to teaching children with SEND?</b></p>  | <p>We have a highly ambitious and broad curriculum and we expect our SEND pupils to be fully involved in all lessons and extra-curricular activities. All Students, including those with special educational needs, are taught the school's broad and balanced curriculum.</p> <p>We passionately believe that all teachers are the teachers of children with SEND. Powerful Learning at ECC is a non-negotiable for every child in our school. Our highly skilled teachers will use techniques such as scaffolding, modelling, and metacognitive strategies to ensure that all children are able to meet these high expectations. There is an expectation that teachers will be highly aware of the learning needs of all children. All curriculum areas include retrieval practice and learning links build upon previous lessons and years. Lessons are planned with scaffolds and we build in additional time for guided student practice to ensure there is a high success rate.</p> <p>What would high quality targeted classroom teaching look like for my child?</p> <ul style="list-style-type: none"> <li>• The teacher would have the highest possible expectations for your child and all pupils in the class</li> <li>• That all teaching is built on what your child already knows, can do and can understand</li> <li>• Specific strategies (that may be suggested by the SENDCO or professionals) are in place to support your child to learn.</li> </ul> <p>The school recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEN in mainstream schools and any in class support from learning mentors, adheres to their recommendations on effective deployment of support.</p> <p>All disabled students/staff who are joining the College or moving between Key Stages undergo a thorough series of meetings with appropriate members of staff to assess any accessibility issues. Parents/carers are fully involved in the process. Key members of staff will include;</p> <ul style="list-style-type: none"> <li>• The Head of Year</li> <li>• The SENDCo / Assistant SENDCos</li> <li>• The Premises Manager</li> </ul> <p>Improvements to the site are made either in response to the needs of individuals or as a result of a regular review process. Exmouth Community College is an inclusive college.</p> |
| <p><b>What additional support for learning is available to pupils with special educational needs?</b></p> | <p>When a child has been identified as having special educational needs, the SENDCO will liaise with external professionals where appropriate and will work with staff to ensure that every child has the support they need to access the curriculum.</p> <p>If appropriate, specialist equipment may be given to the child e.g. laptop or pen/pencils grips.</p>  |

|  |   |
|--|---|
| <p><b>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</b></p> | <p>All staff are committed to promoting the involvement of all children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met for all children. Where applicable parents are consulted and involved in planning for inclusion. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all children. Where needed, additional adults may be deployed to support with trips. We also encourage children with SEND to access our lunchtime and after school clubs and will put in additional adult support if needed.</p>   |
| <p><b>What support does the school provide for improving emotional and social development?</b></p>                                   | <p>All our staff know and care about our students and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence. Our carefully planned induction process ensures that through meetings with feeder primary schools and conversations with parents, we can anticipate the medical, social and emotional needs of all children.</p> <p>ECC offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class. This is achieved through a comprehensive curriculum for children’s social and emotional development; our Lesson 42 programme.</p>   |
| <p><b>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</b></p>       | <p>We have a culture of sharing good practice and expertise which enables us to ensure that staff have the skills needed to effectively support children with SEND. Our regular in-house CPD (Continual professional development) programme offers training around key aspects of SEND.</p> <p>We regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high quality teaching. The school uses its best endeavours to secure the special educational provision called for by any students’ needs. We also provide staff with information about effective strategies to use within their class and adhere to the principle that ‘All teachers are teachers of children with special educational needs’ to ensure that all teachers and staff are equipped to deal with a diverse range of needs.</p> <p>We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. The SENDCO attends termly SENDCO updates to keep abreast of current legislation and practices.</p> <p>There may be times when children require additional support from outside agencies to receive more specialised expertise; some of the agencies that ECC works with are:</p> <ul style="list-style-type: none"> <li>• The Communication and Interaction Team</li> <li>• The Social and Emotional Mental Health Team</li> <li>• NHS Speech and Language Therapists (SaLT)</li> <li>• The Educational Psychology Service</li> <li>• School Nursing Service</li> <li>• Multi-Agency Support Team (MAST)</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Educational Welfare Officers</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Banardo’s</li> <li>• Social Care</li> <li>• Health Visitors</li> <li>• Devon Youth Justice</li> <li>• Devon Dyslexia Service</li> <li>• Young Devon</li> <li>• Mental Health in Schools Team</li> <li>• Medical professionals</li> <li>• Deaf Inclusion Workers</li> <li>• Advisory Teachers for the Deaf</li> <li>• Advisory Teachers for Visual Impairments</li> </ul>   |
| <p><b>How do we secure the equipment and facilities needed to support pupils with SEND?</b></p>                     | <p>The SENDCO oversees the SEND budget and commissions services, such as educational psychologists to meet the needs of current and future cohorts. As needs of students and cohorts are identified or change specific equipment and facilities are bought using the SEND top up funding as agreed by the SENDCO, for example buying Reader pens to support identified students.</p> <p>ECC is wheelchair accessible from certain points and we have disabled toilet facilities. We have an accessibility plan which is reviewed regularly.</p> <p>If appropriate we would access further support and advice from outside agencies and access additional funding from the Local Authority if a child’s needs exceed the funding available in our delegated budget.</p>  |
| <p><b>How do we consult with the parents of children with SEND and involve them in their child’s education?</b></p> | <p>From the very beginning of any child’s educational journey with us, we work hard to engage parents and build positive home-school relationships. We know that parents know their children best and it is important that we, as professionals, listen and understand when parents express concerns about their child’s development. Arrangements can be made to speak in more detail to teachers, assistant SENDCOs or the SENDCO by appointment or by emailing the learning support email address.</p> <p>Parents of children with special educational needs are at the heart of the decision making process with regards to the provision for that child. Provisions are reviewed regularly with the parents.</p> <p>Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet the with someone from the SEND team to review progress. The views of the child and the parents/carers will form a key part of these discussions.</p> <p>We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals are, when they will take place and how well they are doing.</p> |

|   |   |
|---|---|
| <p><b>How do we consult with children with SEND and involve them in their education?</b></p>                                | <p>We use a child-centred approach where the views of the child are sought in ways appropriate to their age. Teachers, learning mentors and school leaders are always available to listen to children’s opinions, questions and points of view.</p>   |
| <p><b>What are the school’s arrangements for handling complaints from parents of children with SEN about provision?</b></p> | <p>If a parent of a child with special educational needs has a concern regarding their child’s provision, they would be encouraged in the first instance to speak to their tutor. The tutor can then involve the SEND team where necessary. A parent is also free to contact the assistant SENDCo or SENDCo directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication.</p> <p>Miss Lee-Joy the Special Educational Needs Coordinator (SENCO). If you have any concerns regarding your child’s learning, she can be contacted directly via the learning support email address, or an appointment can be made to see her through our admin team.</p> <p>If you would like to make a complaint, then please follow our complaints policy.</p>  |
| <p><b>How do we involve outside agencies in meeting children’s SEND and supporting their families?</b></p>                  | <p>We have established relationships with outside agencies including the Educational Psychology Services and the Communication and Interaction Team. We draw on their professional knowledge to support individual children as well as to provide staff training.</p> <p>Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary. In these cases parents/carers will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.</p>  |
| <p><b>How will children be supported when moving to a new class or when joining or leaving ECC?</b></p>                     | <p>A number of strategies are in place to enable effective transition. These include:</p> <p><b>Transition from primary:</b></p> <ul style="list-style-type: none"> <li>• A planned programme of visits for students starting at ECC. Additional visits are arranged if needed parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to experience a positive start at ECC.</li> <li>• Our Assistant SENDCO for year 7 and 8 meets with primary schools to discuss needs of students of who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.</li> <li>• If pupils are transferring from another school, the previous school records will be requested immediately.</li> <li>• If required, an enhanced transition process will be put in place to support the child.</li> </ul> <p><b>Transition to the next key stage</b></p> <ul style="list-style-type: none"> <li>• Students will be supported in their options process to ensure that they select subjects where they can be most successful and enjoy their studies.</li> <li>• All subjects are available to all students.</li> <li>• Bespoke transition plans will be put into place if required. This may be additional resources or intervention to ensure a student can access the curriculum.</li> </ul> |



|  |  |
|--|--|
|  | <p><b>Transition to post-16 provision</b></p> <ul style="list-style-type: none"> <li>• Transition days are generally arranged for students with SEND depending on need.</li> <li>• The annual review in Y10 for students with an Education, Health and Care plan begins the process where parents are supported in making decisions regarding post16 choice.</li> <li>• Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies where appropriate, to ensure information received is informative, with questions being answered.</li> <li>• Accompanied visits to other providers may be arranged as appropriate.</li> </ul>   |
| <p><b>Where can I find out more information regarding on the services available for children with special educational needs or disabilities?</b></p>   | <p>Community service in Devon (Pinpoint) contains a directory of services available. The link below will take you to Pinpoint and provides information on how the Local Authority expects schools to meet the needs of children with SEND and their families; this is called ‘The Local Offer’ and can be found by visiting this website:<br/> <a href="https://www.devon.gov.uk/education-and-families/send-local-offer/">https://www.devon.gov.uk/education-and-families/send-local-offer/</a></p>   |
| <p><b>Who are the best people to talk to in our school about my child’s difficulties with learning, special educational needs or disabilities?</b></p> | <p>The subject teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENDCo know as necessary;</li> <li>• providing personalised high-quality teaching of your child; and</li> <li>• ensuring that the School’s Information report and policy is followed in their classroom for all students with SEND.</li> </ul> <p>The SENDCo is responsible for:</p> <ul style="list-style-type: none"> <li>• developing and reviewing the Schools SEND Information Report and Policy;</li> <li>• co-ordinating all of the support for students with SEND;</li> <li>• ensuring that you are: <ul style="list-style-type: none"> <li>• Involved in supporting your child’s learning</li> <li>• Kept informed about the support your child is receiving</li> <li>• Involved in reviewing how your child is doing</li> </ul> </li> <li>• liaising with all other professionals who may be coming in to school to support your child;</li> <li>• updating the school’s SEN Register and making sure that the records of your child’s progress are kept up to date;</li> <li>• providing or sourcing specialist support for staff in the school, so they can help children with SEND in the school to achieve the best possible progress; • writing pupil plans that outline areas of need and scaffolding approaches needed for success; and</li> <li>• sharing and reviewing pupil passports with parents</li> </ul> <p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> <li>• managing of all day to day aspects of the school, including the support for students with SEND; and</li> <li>• ensuring that the governing body are kept up to date about issues relating to SEND.</li> </ul> <p>The SEND Governor is responsible for:</p> |

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Making sure the necessary support is given for any child with SEND who attends the school</li></ul> |
|--|---|

## Impact

What has gone well this year?

- Our SEN pupils are accessing our broad and ambitious curriculum, captured through learning walks and pupil voice which demonstrate that children and young people feel supported and happy in their setting;
- We have a high level of expertise in supporting pupils with SEND;
- All students in year 7 are in the process of being screened for speech and language needs and those identified with needs will receive a speech and language intervention.
- We continue to deliver a range of interventions to support students with SEMH and communication and interaction needs.
- We are developing strong links with the other schools which is enabling us to share good practice across schools and develop our own offer of support for pupils with SEN.
- We have developed stronger links with our primary feeder schools to ensure a quality transition for all pupils.
- We are developing our Ordinarily Available Inclusive Provision through our Powerful Learning at ECC to ensure that *all* students can experience success at ECC.