Dawlish College SEND Information Report October 2024

Dawlish College Values:

- ✓ We work hard
- ✓ We work together
- ✓ We make things better

Our SEND Policy, School Offer and SEND Information Report are written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014. They are updated annually to reflect changes and plans within the College.

Contact information:	
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School Offer Link: https://www.dawlish.devon.sch.uk/assets/Uploads/Dawlish-College-School-Offer-2024.pdf	
SEND Policy Link: https://www.dawlish.devon.sch.uk/assets/Uploads/Dawlish-College-SEND-Policy-November-2024-gov-approved-nov-2024.pdf	

What is the SEND Profile of Dawlish College?	Dawlish College is an 11-16 state-maintained secondary school which caters for a wide variety of pupils with SEND.
	There has been a year on year increase in the number of pupils who have identified SEND on intake and moving up through the school. The College has above average numbers of pupils with SEND, including those with complex or high needs (as defined by having an EHCP). We currently have 222 with identified SEND (28.9% of whole school). Not all of those with identified SEND require additional to or different from provisions.
	5 High Incidence SEND at Dawlish College (Primary Diagnosis and as % of whole school):
	✓ SEMH (8.2%)
	✓ Autism (4.8%)
	o This figure is conservative and does not include those on the Pathway or with ASD traits
	o The most common type of need for those with an EHCP is autistic spectrum disorder; this is in line with National Statistics
	✓ SpLD (4.8%)
	✓ Speech, Language and Communication Needs (3%)
	✓ MLD (0.8%)

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Below is the current numbers of pupils with SEND at Dawlish College, with Devon and National averages as comparisons.

Cohort Information		EHCP		SEND Support		Total	
Year	Total	Total	Percentage	Total	Percentage	Total	Percentage
Year 7	144	3	2.1%	35	24.3%	38	26.4%
Year 8	172	12	7.0%	38	22.1%	50	29.1%
Year 9	182	11	6.0%	37	20.3%	48	26.4%
Year 10	157	8	5.1%	26	16.6%	34	21.7%
Year 11	112	6	5.4%	15	13.4%	21	18.8%
Totals	767	40	5.2%	151	19.7%	191	24.9%
National Statistics		--	4.8	--	13.6	--	--
Devon			3.7%		14.9%		

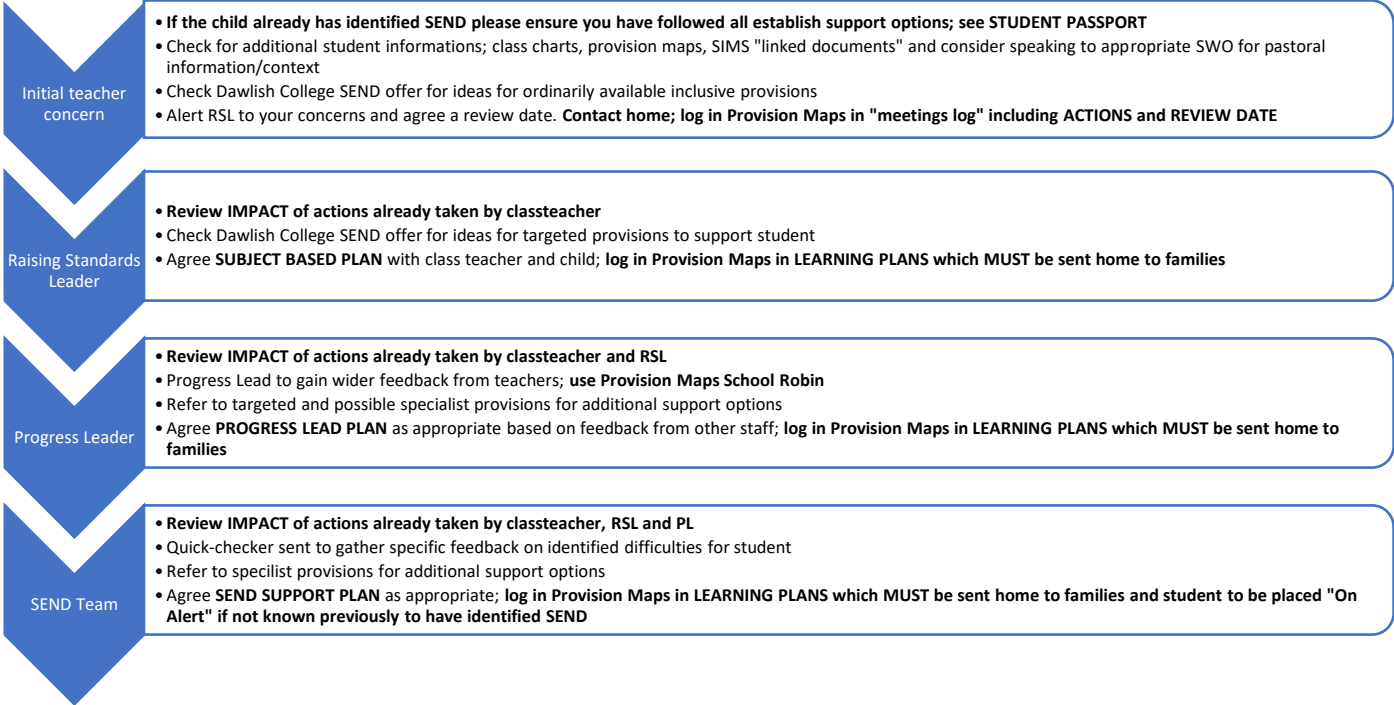| What is the approach to teaching pupils with SEND at Dawlish College?	High quality teaching and learning, differentiated for individuals, is at the heart of the approach for all students, including those with SEND. We aim to deliver a range of provisions on site which enable all students to successfully access learning and thrive within our mainstream environment. Ordinarily Available Inclusive Provision is for all students, including those with SEND and are matched to students as needed: ✓ High quality first teaching which enables all pupils to achieve and make progress: please refer to teaching and learning policy ✓ Inclusive classrooms where every teacher is a teacher of SEND; adaptive teaching principles in place for all students ✓ Inclusive curriculums which are well sequenced and adapted as required to support progress for all students ✓ see School Offer Link for details of ordinarily available inclusive provisions Targeted Provisions for students who have identified needs: ✓ Within the Graduated Response, barriers to learning have been identified through assessment, observation or otherwise by staff, family, pupil or external services/professionals ✓ Holistic, needs-led approach; matching provision which supports identified needs, in line with the "assess-plan-do-review" cycle ✓ see School Offer Link for details of targeted provisions

	Specialist Provision for students who have identified complex or high needs (most commonly have an EHCP): ✓ Informed by specialist professional advice (EHCP or otherwise) ✓ Can include additional Learning Coach support in the classroom ✓ see School Offer Link for details of provisions
How do we adapt the curriculum and learning environment?	We follow the National Curriculum and teach a broad and balanced curriculum to all students, setting ambitious and high expectations for all. There are occasions where students may need adaptions to include additional or different content to enable them to make progress towards their outcomes. This may include additional literacy, numeracy, life skills or SEMH learning and may require adaptations to the curriculum. A minority of our high or complex needs students may benefit from small group delivery for certain subjects such as Personal Development, English or Maths, where they may benefit from greater differentiation of content than is possible within large classes. We will make adaptations to the learning environment to ensure students can access the site (see accessibility plan) and may need learning environment adapted so their needs are met. For example, some students require transitional time at the start or end of the day. We have a needs-based approach and therefore will always seek to be as flexible and solution-focused as possible to ensure we include all students within the limits of our environment and resources.
What does the Graduated Response look like at Dawlish College?	We have developed the use of Edukey Provision Maps (software) over the past 2 years so we can effectively capture and monitor our graduated response. This work is ongoing and we continue to develop the use of this across the school with staff. Adding to this, we have now invested in ClassCharts which data shares across from Provision Maps, making it easy for class teachers to access information about students. Our assess-plan-do-review cycle may involve the following: ✓ Continual monitoring of the quality of Teaching and Learning to ensure adaptive teaching strategies are being developed and effectively used in the classroom ✓ Identifying and tracking the progress of pupils who require support to close the gap through the work of the Progress Leaders, Raising Standard Leads and the SEND team ✓ Identification of learners who required SEND support and initiation of graduated response cycle ✓ Use of the Education, Health and Care Plan (EHCP) route to ensure provision was in place throughout KS3 and KS4; use of Interim Review process where necessary ✓ Engagement with outside agencies in terms of advice and for additional monitoring and quality control purposes ✓ All learners identified as requiring SEND support, or with an EHCP, are placed on our 'Record of Need' (RON) or, if the SEND support was short-term, were placed 'On Alert': both lists are reviewed every term and parents kept informed of changes ✓ Most students with SEND have a Passport to support teachers in the classroom: Passports are regularly reviewed for quality purposes (particularly Key Stage 3 Passports) although we are generally reticent to 'remove' strategies and advice from Passports but information is regularly updated to reflect current strengths/needs/student voice ✓ Regular support reviews for those not regularly attending school site or on part-time timetables

	See below for guidance on graduated response
	Initial teacher concern **If the child already has identified SEND please ensure you have followed all establish support options; see STUDENT PASSPORT** - Check for additional student informations; class charts, provision maps, SIMS "linked documents" and consider speaking to appropriate SWO for pastoral information/context - Check Dawlish College SEND offer for ideas for ordinarily available inclusive provisions - Alert RSL to your concerns and agree a review date. **Contact home; log in Provision Maps in "meetings log" including ACTIONS and REVIEW DATE**
	Raising Standards Leader **Review IMPACT of actions already taken by classteacher** - Check Dawlish College SEND offer for ideas for targeted provisions to support student - Agree **SUBJECT BASED PLAN** with class teacher and child; **log in Provision Maps in LEARNING PLANS which MUST be sent home to families**
	Progress Leader **Review IMPACT of actions already taken by classteacher and RSL** - Progress Lead to gain wider feedback from teachers; **use Provision Maps School Robin** - Refer to targeted and possible specialist provisions for additional support options - Agree **PROGRESS LEAD PLAN** as appropriate based on feedback from other staff; **log in Provision Maps in LEARNING PLANS which MUST be sent home to families**
	SEND Team **Review IMPACT of actions already taken by classteacher, RSL and PL** - Quick-checker sent to gather specific feedback on identified difficulties for student - Refer to specilist provisions for additional support options - Agree **SEND SUPPORT PLAN** as appropriate; **log in Provision Maps in LEARNING PLANS which MUST be sent home to families and student to be placed "On Alert" if not known previously to have identified SEND**
How do we identify students who may need provision which is additional to, or different from others?	Many students with SEND have been identified at Primary, however we have a variety of different systems in place to support identification of need. These include: ✓ Monitoring and continuous improvement of the quality of Teaching and Learning so that poor teaching is not mistaken as student need ✓ Early identification through cohort screening ➢ All Year 7's are screened for Speech and Language (using Language Link), Reading and Spelling (NGRT) ➢ All years are screened for Reading once a year in September (NGRT) ✓ Year 7 pupils (identified by Primaries at Transition) are screened for Numeracy Levels using Sandwell Early Numeracy Test ✓ Pupils on the RON are tested for spelling twice a year ✓ Use of Dyslexia Screeners as required ✓ Use of Visual Stress Tests as required

	✓ Use of Speech and Language screeners as required ✓ Analysis of curriculum progress, behaviour or attendance data by Class teachers, Middle or Senior Leaders either flagging rapid declines or concerns from a period of longer term tracking ✓ Observations of behaviours ✓ Parent/ guardian requests (or requests made on behalf of the parent/ guardian) ✓ Assessments by specialists, including those from external agencies ✓ Teacher/ staff referrals are made to the SEND team in the first instance. However the school is beginning to use Provision Maps to add to the identification of appropriate levels of support for pupils so that pupils are not incorrectly identified as having SEN. Referrals are usually followed by completion of Devon's Graduated Response 'Quick Checker' form or through information from a School Robin (function of Provision Maps).
How are pupils with SEND enabled to engage in activities available with pupils in the school who do not have SEND?	Dawlish College is an inclusive school which enables opportunities for all. We have a range of activities available to all pupils, including those with SEND. Examples include: ✓ Sports opportunities such as Football, Rugby, Netball, Hockey, Basketball Teams ✓ Electives twice weekly ✓ Student Leadership opportunities ✓ French trip ✓ Primary liaison work ✓ Drama and Music Performances both at school and in the community ✓ Attending a range of visiting workshops ✓ Career fairs ✓ Educational trips and visits (Paignton Zoo; Theatre; College visits etc)
How do we evaluate the effectiveness of the provision made for pupils?	We continuously review the effectiveness of provisions and have a variety of different methods, in line with the different types of provisions which are in place. Impact and evaluation methods include: ✓ Pupils on the Record of Need tested twice yearly for Spelling and Reading (NGRT) to monitor progress ✓ Termly data drops from curriculum teachers ✓ Improvements in curriculum progress or attendance data ✓ Reduction in behaviour incidents ✓ Observed improvements in social and emotional behaviours, skills & competencies ➢ For some pupils, such as Autistic pupils or those with ASD traits, quantitative data tends not to be an effective measure of impact. Enjoyment and engagement in activities/learning/school life; the creation and maintenance of a positive friendship group, reduced anxiety, increased confidence or having fewer negative social interactions are more helpful measures and this kind of qualitative data often maps to pupil's EHCP outcomes (where in place).

	✓ Use of Edukey Provision Maps (software) being embedded to review interventions and provisions on a regular basis to monitor impact ✓ Annual Review meetings (Pupils with EHCPs) where feedback from families, pupils and staff are gathered regarding the impact of the provision in place ✓ Regular review meetings with parents to share feedback ✓ Pupil voice within meetings (or their contributions may be gathered by parents or staff if pupils do not wish to attend or share their views in the meeting)
How do we provide support for improving emotional and social development.	We take a holistic approach to all aspects of a learner's development and well-being. ✓ All pupils, including those with SEND have access to our Student Services which includes Student Welfare Officers who provide additional support to pupils with their pastoral needs ✓ All pupils, including those with SEND, access our Personal Development curriculum and are enabled to engage in extra-curricular activities through choosing "electives" twice weekly ✓ Well-being evening for parents and pupils involving external speakers ✓ Our pastoral support arrangements for supporting the emotional and social development of all pupils, including those with SEND, is set out in our 'School Offer'. ✓ Measures to prevent bullying can be seen in our Anti-Bullying Policy. ✓ Social communication small group support as required ✓ 1:1 mentoring from a trusted adult as required
How do we allocate and use funding to support pupils with SEND	Funding, including the majority of Top-Up EHCP funds are used to support provisions on site which enable pupils to attend and succeed within our mainstream environment. Funding is allocated to ✓ Staffing costs (bulk of allocated funds) ✓ Commissioning specialist services such as buying in hours with the SEMH Advisory Team and Educational Psychology Service. ✓ Specialist resources or equipment ✓ Alternative provisions; these are always supported by Element 3 Top-Up funding (individually allocated for supporting EHCP outcomes) and we would always seek to include pupils on site wherever possible, therefore would use alternatives to this as a last resort.
When and how do we work with and listen to students and families so their voice is heard and valued within decision making process?	✓ Regular feedback and joint planning in meetings which involve families and pupils and can be held for a variety of reasons, including: ➢ Annual SEND Survey to all families ➢ EHCP Annual or Interim Reviews ➢ SEND Support meetings (as required) ➢ TAFs and/or other Social Care Meetings (CiN, CP etc)

	➢ CiC PEP reviews ➢ Admission/transition tours ➢ Transition Evenings ➢ Enhanced transition morning ➢ Weekly enhanced transition visits ➢ Transition meetings, phone/email enquiries ➢ Attendance meetings ➢ Reintegration meetings ➢ Meetings with external professionals and agencies ✓ Parent Forums ✓ Regular email contact between families and school staff ➢ All staff email addresses are available on the school website and parents are encouraged to contact staff directly to discuss their child's education. Similarly staff will regularly contact families as required. ✓ Open access to book an appointment with SEND Team via use of Online Booking system: https://calendly.com/kwharton-darke-dawlish/send-team-appointment ✓ All students, including pupils with SEND decide their "electives" which they participate in twice weekly ✓ Students with SEND are encouraged to contribute to a "pupil voice" section within their passports which are shared with teachers; introduced over the past year and being rolled out across pupils on the Record of Need. ✓ Students may complete reciprocal pen portraits with teachers to support relationships as required ✓ Teacher-Pupil restorative conversations (which can be supported by senior staff or families) ✓ Meet the teacher evenings for all years at least once through the year for all pupils ✓ Monthly Family and Friends of Dawlish College coffee mornings ✓ Ad Hoc and informal conversations with students and families which may lead to further action including changes to provisions, meetings or otherwise
How does the College work with and involve other bodies, external agencies and professionals?	Dawlish College is at the heart of the local community. We have close links with local charities and work closely with local police, social care and health services regularly inviting them to meetings, to work with pupils and contribute to events (such as our well-being evening). We have established links with local charities such as the Hope project and Jay's Aim and work closely with our post-16 providers and Career South West to ensure pupils are equipped for their next steps.
How do we support transitions?	We understand that moving between phases and stages of education are an important, and often worrying time for pupils and the families of pupils with SEND. We are mindful that support can look different, depending on needs and individual circumstances therefore, we seek to implement support which matches the context. Transition support may involve: ✓ Visits to feeder Primary Schools

	✓ Transition mornings where pupils attend on site in small groups (up to 15), parents are given time with the SENDCo, Assistant SENDCo and SEND Administrator to go over paperwork/ask questions, whilst pupils experience some lessons, meet key staff, tour the site, become familiar with SEND support areas as well as trying out the canteen. ✓ Additional transition visits by negation with families, primaries and in line with the needs of the pupil ✓ Transition information sharing through joint meetings between Primary SENDCo's, teachers, families and any other professionals/adults as required. ✓ Increased Learning Coach deployment in first 6 weeks of Year 7 ✓ Attendance at Annual Reviews for year 5 or 6 pupils anticipating attending the College ✓ Pupils in year 9 making decisions about their Key Stage 4 options are supported through a structured options system including additional support from the SEND team as required such as small group exploration of different subject pathways, 1:1 conversations, joint meetings with families ✓ Use of Skills Builder Careers program in small group or 1:1 to support pupils to develop skills for work ✓ Work with Post-16 providers to ensure pupils are prepared for transition to 6th Form Colleges, further education or training including supported transition visits ✓ Opportunities to explore Career options, including Career Fairs or College visits (with additional support as required) ✓ For pupils with EHCPs, discussions regarding post-16 and next steps from year 9 onwards within "preparation for adulthood" at Annual Reviews. ✓ Careers South West provide guidance and support for pupils moving into post-16 education

What are the expertise and training of staff supporting children and young people with SEN, and how does the College secure access to specialist expertise?	✓ The SENDCo has a BSc (Hons) Psychology, Qualified Teacher (PGCE) plus National Award for SEND Co-ordination (NASENDCo) and has 10+ years' experience within the specialist sector working with pupils with complex needs aged between 11-18 covering curriculum content from pre-key stage (EYFS) through to Level 2 (GCSE). She holds the Level 3 DSL certification, has trained in Leadership and Management in the Specialist Sector (SWALSS) and is trained in positive handling (Devon PIPS training) as well as extensive CPD covering a variety of specific SEN such as Autism, ADHD, attachment & trauma, Downs Syndrome, anxiety, self-harm, Dyslexia & Dyscalculia.
	✓ The Assistant SENDCo has worked in SEND for 10+ years and has specific specialism in supporting Literacy & Dyslexia, having undergone extensive CPD through Devon Dyslexia Service and other providers.
	✓ We have a broad skill set within the Learning Coaches with 6 specialist, higher level positions:
	    ○ Reading (x2)
	    ○ Numeracy
	    ○ Speech, Language & Communication Needs
	    ○ SEMH
	    ○ Learning Outside the Classroom (LOTC)

	✓ We have a broad experience base more widely within the Learning Coach team which includes staff who have:
	      o Experience of working in Special Schools and CAIRBs.
	      o QTLS (Art)
	      o QTS (Maths)
	      o Youth Work
	      o Qualified HLTA
	      o Horticulture expertise
	 ✓ Across the College we have
	      o Ivy Trust Speech and Language Therapist who visits four times a term carrying out various types of work such as individual assessment, training for staff and joint planning for interventions
	      o 2 x Qualified Counsellors who visit weekly
	      o Qualified Senior Mental Health Lead (Beginners)
	      o Forest School Leader
	 ✓ NHS Mental Health in Schools Team commissioned to deliver low-impact CBT
	 ✓ Access to Specialist Advisory Teachers and DCC SaLT through referral into Devon County SEND Services
	 ✓ Educational Psychologist accessed through Devon County (this service has now been reopened after over 12 months of closure. The school no longer makes individual referrals; our service agreement works on consultation and cohort support. Individual assessments are made where a child is being assessed for an EHCP).
	 ✓ CPD for staff over the past 12 months has included
	      o Delivering Language Link Speech and Language Intervention Training (SEND Team)
	      o Supporting Language needs in the classroom (All teaching staff)
	      o Restorative Practice; Educational Psychologist Guest training (All student facing staff)
	      o EduKey Provision Maps (All Staff)
	      o The Fluency Project (Key Staff)
	      o Attachment Based Mentoring (Learning Coaches)
	      o Speech and Language; supporting DLD (Learning Coaches)
	      o Family Links (DSL & DDSL)
	      o Inclusion Pathway available through School CPD pathway
	      o Step-Lab Coaching; supporting adaptive teaching

What is the College complaints procedure?	Anyone with a concern regarding SEND provision can contact the SENDCo directly: kwharton-darke@dawlish.devon.sch.uk Alternatively, and in more formal instances please follow Dawlish College Complaints Procedures as outlined on the College Website.

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Where can I find further information on the College and Devon's Local Offer?	Information on Devon's SEND Local Offer can be found on the website: [Devon's SEND Local Offer - help and support for children with SEND](#) The Designated Safeguarding Lead at Dawlish College is: Kate Bukowski The Designated Teacher for Children in Care at Dawlish College is: Kate Bukowski Our Accessibility Plan can be found on our website: https://www.dawlish.devon.sch.uk/assets/Uploads/Dawlish-College-School-Offer-2024.pdf Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed on our website Details about our curriculum, including how it is made accessible to learners with SEND, can be found via the Accessibility Plan and on our website Details of how we keep children safe can be found in our Safeguarding Policy