



Southam College

SEND Policy and Information Report

2025/26

Author	Amy Hawkes <i>AHawkes</i>
Headteacher	Mel Mason <i>MJ Mason</i>
Chair of Governors	Karen Boucher <i>Karen Boucher</i>
Publication date	October 2025
Review date	October 2026

Contents

1. The vision of SEND at Southam College
2. Definition of Special Educational Needs and Disabilities
3. Roles and Responsibilities
4. Facilities for vulnerable pupils or those with SEND
5. Identification, assessment, monitoring and review
6. Provision for pupils with SEND
7. Working with external agencies
8. Statutory Assessment of Special Educational Needs
9. Preparing for Adulthood
10. Staff Training
11. Children with medical needs
12. Transition Arrangements
13. Warwickshire Local Offer
14. Warwickshire SENDIAS
15. Complaints and Appeals
16. Evaluating the SEND policy
17. Links to other policies

1. Objectives of the Policy

Here's a proposed **Vision Statement for SEND at Southam College**, rooted in your core values of **confidence**, **kindness**, and **resilience**, and aligned with the practices and ethos reflected in your training and policy documents:

Vision Statement for SEND at Southam College

At Southam College, we believe that every student deserves to feel confident, valued, and empowered to thrive. Our vision for SEND is to create a fully inclusive environment where neurodiversity is understood, celebrated, and supported through personalised, compassionate, and evidence-informed practice.

We are committed to:

- **Building confidence** by providing tailored support, structured environments like the Connection Hub, and accessible teaching strategies that enable all learners to achieve their potential.
- **Fostering kindness** through a culture of empathy, strong student voice, and collaborative partnerships with families and professionals.
- **Developing resilience** by equipping students with the tools, strategies, and emotional support they need to navigate challenges and grow both academically and personally.

Through high-quality teaching, targeted interventions, and a whole-school commitment to inclusion, we aim to ensure that every student with SEND feels safe, supported, and ready to succeed—both in school and beyond.

The objectives of this policy are:

To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources

To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment

To ensure that all pupils are enabled to enjoy their time in school

To identify any pupil's SEND as early as possible in order to put in place appropriate interventions and resources

To enable full participation alongside other pupils

To ensure that pupils with SEND, where there may be a vulnerability, are kept safe at all times within the school environment and are enabled to integrate as fully as possible with the school population having equal opportunities.

To correspond to all SEND requirements and provisions contained in the SEND Code of Practice 2014

To ensure all working practice is kept in line with current local and national policies relating to SEND

To work in partnership with parents, pupils, educational professionals, and external agencies to enable the best possible outcomes for our children

To access and utilise all available resources, training opportunities and funding in order to provide the best possible outcomes for our children

2. Definition of Special Educational Needs and Disabilities (SEND)

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them." Code of Practice, 2014

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill).

There are four areas of need set out in the code of practice, these are:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical

3. Roles and Responsibilities

The SENDCO at Southam College is Miss Amy Hawkes who has completed 'The National Award for Special Educational Needs and Disabilities Coordination'.

Name/Role	Contact Details
Head teacher	Miss Mason
SENDCo	Miss Hawkes Hawkes.a@stowevalley.com
Assistant SENDCo	Mrs Reeves Reeves.e@stowevalley.com
SEND Governor	Mrs Boucher Boucher.k@stowevalley.com

The key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The SEND Governors meet regularly with the SENDCO. Their role, on behalf of the Local governing body, is to monitor progress and provision for pupils with SEND and to monitor the budget for Special Educational Needs.

4. Facilities for vulnerable pupils or those with SEND

Southam College benefits from the following facilities and support for SEND learners:

The Connection Hub

- A calm, structured, and supportive environment tailored to individual needs.
- Used for:
 - Emotional regulation
 - Sensory breaks
 - Scheduled interventions (e.g. Thrive, Lego Therapy)
 - Transition support for new or anxious students
- Access via:
 - Staff referral (teachers, tutors, SEND team)
 - Student-initiated access (pre-agreed and documented)
 - Parent meetings and SEND triage

Sensory and Emotional Support

- **Sensory Tools:** Weighted blankets, fidget tools, sensory circuits
- **Quiet Spaces:** For self-regulation and managing sensory overload
- **AWARE Program:** Emotion charts, calming toolkits
- **Anxiety Support:** Worry boxes, scheduled check-ins
- **Sensory Audits:** Classroom environment checks

Communication and Social Development

- **Social Stories & Role Play**
- **Communication Tools:** Talking Mats, comic strip conversations, visual cards
- **Group Interventions:** Friendship groups, Lego Therapy

Self-Awareness & Practical Skills

- **Understanding Neurodiversity:** Age-appropriate resources
- **Executive Functioning:** Visual timetables, checklists, revision plans
- **Energy Accounting:** Helping students track energy and plan rest

Therapeutic and Outdoor Interventions

- **Forest School:** Builds confidence and resilience
- **Thrive Program:** Creative emotional development
- **Lego Therapy:** Enhances social interaction and problem-solving

Assessment & Specialist Support

- **Speech & Language Assessments**
- **Occupational Therapy Assessments** (sensory and motor needs)

Passes and Practical Adjustments

- **Medical Passes:** Toilet, movement, uniform adjustments
- **'Just Before the Bell' Pass:** Early exit to avoid crowded corridors
- **Usage Plans:** Agreed timings, activities, and locations
- **Eligibility:** Based on diagnosis, assessment, or professional recommendation

Staff Training and Development

- Ongoing CPD on:
 - Neurodiversity
 - Adaptive teaching
 - Quality First Teaching (scaffolding, modelling, retrieval practice)
- Over 100 families engaged in awareness sessions with Claire Brinkley and Karen Belcher

5. Identification, assessment, monitoring and review.

The rate of progress a child makes is carefully tracked and monitored during their time at Southam College. If their rate of progress is slow despite high quality teaching and targeted interventions, the class teacher will refer to the SENDCO via internal referrals.

The SENDCO will liaise with the child's parents, class teacher and other staff who may have supported the child; complete diagnostic work with the child if appropriate; and refer the child (with parental consent) to specialist professionals who work with the SENDCO (e.g. Specialist Teaching Service, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, etc.). Other professionals (external agencies) may also raise concerns via the SENDCO, which may also lead to identification of pupils with SEND. The SEND register will be updated to reflect these changes.

Once this information has been gathered, a meeting will be arranged with parents and professionals to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including adding the child to the school's SEND register. This is known as School Support.

At Southam College we follow a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan

- Do
- Review.

Parents, pupils, teachers and other professionals are all involved in the review process.

Once a child has been identified as having SEND a Pupil Passport will be put in place and short term targets will be set. These targets should reflect any advice from external professionals and should be Specific, Measurable, Achievable and Relevant. The Learning Plan will be shared with pupils and parents and targets will be reviewed termly by the class teacher. For pupils who have an Education, Health Care Plan the SENDCO will be involved in the setting and reviewing of targets.

Records of all SEND pupils are stored by Mrs Coombe-Perry, SEND administrator. This is overseen and managed by Miss Hawkes

6. Provision for pupils with SEND

At Southam College we aim to provide high quality teaching that is differentiated, adapted and personalised to meet the individual needs of our children.

We want to ensure our special educational provision is underpinned by high quality teaching and that teachers know precisely where children and young people with SEND are in their learning and development. We do this through:

Academic and Cognitive Assessment

- **Bsquared** – For tracking small-step academic progress, especially useful for students working below age-related expectations.
- **Birmingham Toolkit** – Used for identifying and supporting literacy and numeracy difficulties.
- **Formative Assessments** – Regular classroom-based assessments to inform adaptive teaching and identify gaps.

Social, Emotional and Mental Health (SEMH)

- **Boxall Profile** – Assesses social, emotional, and behavioural development.
- **Thrive Assessments** – Supports emotional development and identifies areas for targeted intervention.
- **AWARE Program Tools** – Includes emotion charts and self-regulation checklists.

Neurodiversity and Communication

- **AET Progression Framework** – Used to assess and track progress for students with autism.
- **Speech and Language Assessments** – Conducted by SALT professionals to evaluate communication needs.
- **Occupational Therapy Assessments** – For sensory and motor needs, often linked to classroom adaptations.

As for all of our pupils, we have high ambitions and set stretching targets for pupils with SEND.

All provisions are tracked on Provision Map. Provisions are kept under review (observations, learning walks, data analysis, book monitoring etc.) and the impact of provision is evaluated termly.

SEND Provision Grid – Southam College

Level of Support	Description	Examples of Support / Interventions
<p>Universal Provision (for all students)</p>	<p>High-quality, inclusive teaching and whole-school strategies that benefit all learners.</p>	<ul style="list-style-type: none"> - Quality First Teaching (scaffolding, modelling, retrieval practice) - Adaptive teaching based on formative assessment - Visual timetables and checklists - Staff CPD on neurodiversity and inclusive practice - Sensory-friendly classroom adjustments - Student voice and feedback mechanisms - Year 7 SEND Passports - Access to fidget tools (with guidance)
<p>Targeted Support (for students identified as needing additional help)</p>	<p>Additional interventions and support for students with emerging or moderate needs.</p>	<ul style="list-style-type: none"> - Access to the Connection Hub for emotional/sensory regulation - Scheduled check-ins and mentoring - AWARE Program (emotion charts, calming toolkits) - Worry boxes - Social stories and role play - Friendship groups

Level of Support	Description	Examples of Support / Interventions
		<ul style="list-style-type: none"> - Lego Therapy (group-based) - Sensory tools (weighted blankets, sensory circuits) - Communication tools (Talking Mats, comic strip conversations) - Movement/medical passes - 'Just Before the Bell' passes - Executive functioning support (revision plans, energy accounting)
<p>Higher Needs Provision (for students with complex or long-term needs, including EHCPs)</p>	<p>Personalised, intensive support often involving external professionals.</p>	<ul style="list-style-type: none"> - Individual Learning Plans (ILPs) with SMART targets - EHCP reviews and outcome tracking - Speech & Language Therapy (SALT) - Occupational Therapy (OT) assessments and recommendations - Educational Psychology involvement - Thrive Programme (creative emotional development) - Forest School (confidence and resilience building) - Bespoke transition plans - Specialist referrals via SEND triage - Multi-agency meetings and reviews

7. External Agencies

The SENDCO maintains a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required. External agencies regularly attend Southam College to review children with SEND in order to ensure the correct and appropriate provision is in place. edit as appropriate for your school. This includes a specialist teacher from STS who spends one morning a fortnight. She carries out assessments, observations and direct work with pupils as

well as providing advice and recommendations to teachers. The SENDCO and specialist teacher work together to carry out termly evaluations and devise action plans.

At Southam College we have access to the following external support/agencies:

- Specialist Teacher Service (STS)
- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy Services
- School Nurse
- CAMHS (Child and Adolescent Mental Health Service)
- Family Support Services
- Social Services
- Looked After Children (LAC) Service
- Warwickshire Transport Services
- Claire Brinkley – Neurodiversity Awareness Facilitator

8. Statutory Assessment (EHCP)

Most learners with SEND will have their needs met through the school making reasonable adjustments to remove or reduce barriers to learning. For a small percentage of pupils the additional support and strategies employed by the school will not be enough to enable sufficient progress to be made. In such cases, or if there is significant cause for concern, a request for statutory assessment will be made by the school to the LA (only with parental permission).

Warwickshire County Council will consider whether an EHC Needs Assessment of a learner's difficulties is appropriate against the following criteria:

Criteria 1

The learner's needs are significantly greater than other learners the same age and are likely to be long term. They require significant, continuing additional support to promote their emotional wellbeing, social inclusion and/or develop their life and independence skills. The learner has either one area of severe difficulty, or moderate to severe difficulties in a number of areas which have a significant, combined impact upon their ability to access, and make progress within, the curriculum.

Criteria 2

A graduated response to the learner's special educational needs (an assess-plan-do-review cycle) has been followed, involving the educational setting, the learner, and the learner's parents/carers. The learner has received the appropriate support from Elements 1 and 2 of the Warwickshire SEND Provision Matrix over at least two terms, and some support at Element 3 level. Specific records of the learner's progress through the review cycle have been kept, which suggest that they have a need for continuing support at Element 3 level, and that this need is likely to be long term.

Criteria 3

Suitably qualified external specialists have contributed over time to the review and refinement of evidence-based interventions carried out by the setting, and can comment on their implementation. This will include the involvement of an Educational Psychologist.

Criteria 4

The educational setting has fully and appropriately used its delegated funds, as demonstrated by a fully costed individual provision map, including records of targeted intervention and review.

Education Health Care Plans (EHCPs) must be reviewed formally every 12 months. Pupils with EHCPs will also have Individual Learning Plans (with short term targets informed by EHCP Outcomes) which will be reviewed at least termly.

The following people can make a formal request to the local authority for an EHC needs assessment:

- A parent or carer
- A young person if they are over 16
- An educational setting
- A health or care professional

9. Preparing for Adulthood

At Southam College we support our pupils with SEN to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents at an early stage (and particularly from Year 9)

- Ensuring that career advice and information provides high aspirations and a wide range of options for pupils with SEN; and
- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in the SEN Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about what GCSEs or other relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.

10. Staff training / CPD

It is the responsibility of the SENDCO to update all staff with regards to any changes in SEND procedures and assessment tools. The SENDCO will provide whole school INSET or CPD sessions if, or when, any SEND training needs are identified through monitoring activities.

All new staff within the Stowe Valley MAT receive a SEND induction which includes 3 hours of face to face training with the Director of Inclusion covering the following topics:

- What is SEND?
- The role of the SENDCo
- The four broad areas of SEND
- The Code of Practice and the Law
- Education Health Care Plans
- De-escalation and managing behaviours that challenge us
- Their role within the assess, plan, do, review cycle

At Southam College, staff receive ongoing CPD focused on inclusive practice, neurodiversity, and adaptive teaching. Training includes strategies such as scaffolding, modelling, and retrieval practice to support Quality First Teaching. All staff are encouraged to use formative assessment to adapt lessons to individual needs, ensuring all students can access the curriculum. CPD is delivered through whole-school INSET, targeted sessions, and external specialists, with a strong emphasis on understanding and supporting neurodivergent learners.

The SENDCO keeps their working knowledge up to date by attending LA SENDCO network meetings and gateway alliance SENDCO meetings, Trust SENDCo meetings and CPD through the LA and Trust.

11. Children with medical needs

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher immediately. Updated class medical information is passed on to the teacher every term and kept in the class supply file. A medical diagnosis or a disability does not necessarily imply inclusion on the register of SEND pupils. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The school recognises that pupils in 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. Some may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Arrangements are in place in school to support pupils with medical conditions and parents/carers may access the schools' policy for supporting pupils with medical conditions.

12. Transition arrangements

Some children who join our school are already recognised as having a special education need. Information is passed on to the school from the child's previous school and this is used by the SENDCO and the school's staff team to appropriately adapt provision. In some cases the SENDCO and other staff will hold a meeting with staff from the previous school to discuss the pupil's needs prior to their starting.

At Southam College, we provide a carefully structured transition process to ensure SEND learners feel confident and supported as they move into secondary education. This includes:

- **Primary School Visits** – The SEND team visits feeder primary schools to gather information and meet students in familiar settings.
- **In-School Tours** – Students are invited for small group tours during the school day to explore key areas and meet staff.
- **Open House Events in the Connection Hub** – Families and students can visit our dedicated SEND space, meet the team, and ask questions in a relaxed environment.
- **Afternoon Tea Tours with Year 7 Students** – Informal sessions where incoming students are guided by current Year 7s, helping to build peer connections and reduce anxiety.

13. Warwickshire Local Offer

Warwickshire County Council has produced a Local Offer for parents with children who have SEND which shows what is available within Warwickshire.

<https://www.warwickshire.gov.uk/send>

14. SEND Information and Advice Support Service (SENDIAS)

In keeping with the guidance contained in the 2014 Code of Practice, Southam College aims to ensure that parent/carers are fully involved and consulted over their child's progress and provision, including the drawing up of Individual Learning Plans and termly reviews.

In addition, parents of children with SEND can receive free and impartial support and advice from Warwickshire's SEND Information and Advice Support Service. Contact details below:

[Warwickshire SENDIASS | Barnardo's](#)

15. Complaints and Appeals

In the event of any complaint being made, the SENDCO should be contacted in the first instance. Should the matter remain unresolved:

- the case will be passed to the Headteacher/ Head of School for further investigation
- the case will be passed to the SEND Governor for further investigation
- formal complaints should be made in writing and the school Complaints Policy (available on the school website) should be followed
- free mediation is also available from SENDIAS

Parents/carers can appeal decisions made by the local authority regarding their child's special educational needs.

Parents/carers can also appeal to the tribunal if the school or local authority has discriminated against their disabled child.

Information for appeals can be found at:

<http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

16. Policy Review

This policy will be reviewed annually with the Governing Body, Director of Inclusion, SENDCO and Headteacher.

17. Links to Guidance and other policies

This policy has been written with reference to:

Equality Act 2010

SEND Code of Practice

Schools SEND Information Report regulations

Statutory Guidance on supporting pupils at school with medical conditions

Safeguarding Policy

Accessibility Plan