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Southam College SEND Policy and Information Report 2026–27

1. Vision and Values

At Southam College, we believe that every student deserves to feel confident, valued and empowered to thrive. We are committed to creating an inclusive school community where differences are recognised, respected and celebrated.

Our vision is that all students, regardless of additional need or disability, have access to a broad, balanced and ambitious curriculum, enabling them to achieve their full potential academically, socially and emotionally. We strive to remove barriers to learning through high-quality teaching, effective pastoral support and collaborative partnerships with families and external professionals.

Our approach is underpinned by the college values of confidence, kindness and resilience. We aim to build confidence by providing personalised support and accessible learning opportunities; foster kindness through understanding, empathy and positive relationships; and develop resilience by equipping students with the strategies required for success in education and adult life.

2. Objectives

The objectives of this policy are to:

- Identify and support pupils with SEND as early as possible.
- Ensure all pupils can access a broad and balanced curriculum.
- Promote high aspirations and positive outcomes for pupils with SEND.
- Work collaboratively with parents, carers and external agencies.
- Develop students' independence and preparation for adulthood.
- Ensure compliance with the SEND Code of Practice (2015) and Equality Act (2010).
- Promote an inclusive culture where all pupils feel they belong.

3. Definition of SEND

A pupil has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability that prevents or hinders them from accessing educational facilities generally provided for others of the same age in mainstream schools.

Southam College recognises the four broad areas of need identified within the SEND Code of Practice:

Communication and Interaction

Including Autism Spectrum Condition (ASC) and Speech, Language and Communication Needs (SLCN).

Cognition and Learning

Including Dyslexia, Dyspraxia and other Specific Learning Difficulties.

Social, Emotional and Mental Health

Including ADHD, anxiety and emotional regulation difficulties.

Sensory and/or Physical Needs

Including hearing impairment, visual impairment, physical disabilities and sensory processing differences.

4. Roles and Responsibilities

Role	Named Person
Headteacher	Mrs Mason
SENDCo	Miss Hawkes
Assistant SENDCo	Mrs Reeves
SEND Governor	Mrs Boucher

The Governing Body is responsible for ensuring that the school fulfils its statutory duties in relation to SEND.

The Headteacher has overall responsibility for ensuring effective provision across the school.

The SENDCo coordinates provision, oversees the graduated response, manages the SEND Register, liaises with external agencies and supports staff in meeting individual pupil needs.

All teachers are teachers of SEND and retain responsibility for the progress and outcomes of pupils with additional needs within their classrooms.

5. Facilities and Support for Pupils with SEND

The Connection Hub forms the centre of SEND provision at Southam College. It provides a calm and structured environment where students can access support for emotional regulation, intervention programmes, transition assistance and targeted pastoral provision.

Students may access the Hub through planned support arrangements, referrals from staff or agreed self-referral systems.

A range of support is available, including:

- Emotional regulation support
- Mentoring
- Sensory resources
- Quiet workspaces
- Executive functioning support
- Social communication interventions
- Structured transitions
- Forest School opportunities

- Thrive-based interventions
- Lego Therapy
- Wellbeing support

Reasonable adjustments may include movement breaks, sensory equipment, pass systems, adapted uniform arrangements and other provisions designed to support successful inclusion.

6. Identification, Assessment, Monitoring and Review

Southam College adopts a graduated approach to SEND support through the Assess, Plan, Do, Review cycle.

The progress, attendance, wellbeing and engagement of all students are monitored regularly. Concerns may be identified through assessment data, teacher observations, parental feedback, attendance information or transition information from previous settings.

Where concerns persist despite high-quality teaching, the SENDCo may undertake further assessment and consultation with staff, students and families.

Assessment tools may include:

- Standardised assessments
- Literacy and numeracy screening
- B Squared assessments
- Birmingham Toolkit assessments
- Thrive assessments
- Boxall Profile
- External specialist assessments

Where appropriate and with parental consent, referrals may be made to specialist services to gain further understanding of need and inform provision.

Provision and outcomes are reviewed regularly to ensure support remains effective and responsive.

7. SEND Provision

The primary method of support for students with SEND is through high-quality adaptive teaching within mainstream classrooms.

Teachers are expected to:

- Know the needs of pupils within their classes.
- Implement strategies identified on pupil passports.
- Adapt teaching and resources appropriately.
- Monitor progress and wellbeing.

- Work collaboratively with the SEND team and families.

SEND Provision Grid

Level of Support	Description	Examples
Universal Provision	High-quality teaching available to all students.	Adaptive teaching, scaffolding, visual supports, retrieval practice, SEND passports, classroom adjustments.
Targeted Support	Additional intervention beyond classroom provision.	Connection Hub support, mentoring, emotional regulation interventions, executive functioning support, social skills programmes.
Higher Needs Provision	Personalised support for students with significant or complex needs.	EHCP provision, SALT programmes, OT recommendations, Educational Psychology advice, specialist interventions and multi-agency planning.

8. Education, Health and Care Plans (EHCPs)

Southam College works collaboratively with families, students and professionals to ensure that provision specified within EHCPs is implemented effectively.

Annual Reviews are completed in accordance with statutory guidance and focus upon:

- Student voice
- Progress towards outcomes
- Provision effectiveness
- Preparation for adulthood
- Future aspirations

Students are encouraged to participate fully in review meetings and contribute to decision-making regarding their education and support.

9. External Agencies

The school works closely with a range of external professionals and services.

Agency	Professional
Specialist Teacher Service (STS)	Lauren Sutcliffe
Educational Psychologist	Renvi Malik
Speech and Language Therapist (SALT)	Gemma Blundell
Occupational Therapist	Lisa Heywood
Neurodiversity Specialist	Rhys Skyrme
School Nurse	Warwickshire School Health Service
CAMHS	Local CAMHS Team
Physiotherapy Service	NHS Physiotherapy Service
Social Care	Warwickshire Children's Services

SEND Information Advice and Support Service	SENDIASS

Recommendations from external agencies are incorporated into pupil passports, provision plans and classroom practice.

10. Working with Parents and Carers

Southam College recognises the vital role that parents and carers play in supporting young people.

The school seeks to establish effective partnerships through:

- SEND review meetings
- Annual Reviews
- SchoolCloud appointments
- Email and telephone communication
- Parent workshops and engagement events
- Collaborative planning and target setting

Parents are encouraged to contact the SEND Team whenever concerns arise and are involved throughout the graduated approach process.

11. Pupil Voice

Students are actively encouraged to contribute to decisions regarding their education and support.

Pupil voice is gathered through:

- Review meetings
- Annual Reviews
- Pupil passports
- Student surveys
- Informal discussions with key staff

Students are supported to identify their strengths, areas of need and aspirations for the future.

12. Exam Access Arrangements

Appropriate examination access arrangements are awarded in accordance with current JCQ regulations and evidence requirements.

Arrangements may include:

- Reader
- Scribe

- Word processor
- Extra time
- Rest breaks
- Prompt

Mrs Edwards coordinates the assessment and administration of examination access arrangements.

13. Transition Arrangements

Effective transition is a priority at Southam College.

Primary to Secondary Transition

Support may include:

- Enhanced transition visits
- SEND reviews
- Additional induction opportunities
- Liaison with primary schools
- Summer transition programmes

Secondary to Post-16 Transition

Support may include:

- Careers guidance
- College visits
- EHCP transition reviews
- Preparation for adulthood planning
- Liaison with receiving providers

14. Accessibility

Southam College is committed to ensuring equal access for all students.

Reasonable adjustments are made where required to ensure pupils can access:

- The curriculum
- School buildings and facilities
- Educational visits
- Extracurricular activities
- Wider school life

The school's Accessibility Plan is reviewed regularly and supports the promotion of equality and inclusion.

15. Staff Training and Professional Development

The school is committed to developing staff expertise through a comprehensive programme of professional development.

Training focuses on:

- Adaptive teaching
- Autism and neurodiversity
- Dyslexia-friendly practice
- Speech, language and communication needs
- Sensory processing
- Mental health and wellbeing
- Executive functioning
- Inclusive classroom strategies

Specialist training and consultation are provided through:

- Rhys Skyrme (Neurodiversity Specialist)
- Gemma Blundell (Speech and Language Therapist)
- Lisa Heywood (Occupational Therapist)
- Lauren Sutcliffe (Specialist Teacher Service)
- Renvi Malik (Educational Psychologist)

During 2026-27 the school will continue to develop inclusive practice through completion of the Dyslexia Friendly Schools Audit, implementation of resulting actions, continued development of the Connection Hub and increased engagement opportunities for families.

16. Monitoring and Evaluating SEND Provision

The effectiveness of SEND provision is reviewed through:

- Progress and attainment outcomes
- Attendance data
- Behaviour and exclusion data
- Student voice
- Parent feedback
- Learning walks
- Work scrutiny
- Provision Map reviews
- Annual Reviews
- External professional advice

This information informs school improvement planning and the ongoing development of SEND provision.

17. Complaints

The school aims to resolve concerns promptly through partnership and open communication.

Parents who have concerns regarding SEND provision should initially contact the SENDCo. Should concerns remain unresolved, complaints should be pursued through the school's published Complaints Procedure.

SEND Information Report Summary

Southam College is committed to ensuring that every student with SEND is known, understood and supported. Through high-quality teaching, targeted interventions, specialist expertise and strong partnerships with families, we aim to ensure that all pupils achieve positive outcomes and are fully prepared for adulthood, further education and employment.