

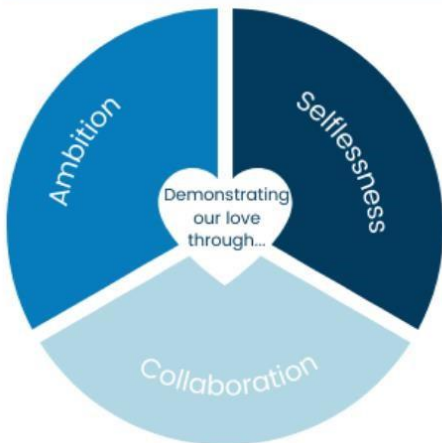
**Honiton Community College SEND Information Report 2024-2025**



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Our Values**



**Selflessness**

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

**Ambition**

- **work hard**
- **strive** to be even better
- be the **best** we can

**Collaboration**

- build **trust**
- build **strong relationships**
- be **stronger together**

**How will we succeed?**



## Statement of Intent

We are an ambitious and inclusive mainstream secondary school that educates children and young people across key stages 3, 4 and 5. We believe all children deserve the very best possible start in life and we aim to enrich the lives of all our pupils to enable them to secure exceptional outcomes and make a valuable contribution at both Honiton Community College and within our community.

Honiton Community College is dedicated to providing the best education for all of our students. This is primarily achieved through our inspirational curriculum for all of our children and young people delivered through challenging learning environments enabling them to extend their learning experiences beyond the classroom to prepare them for life.

For students who require additional support in response to special educational needs and disabilities (SEND) we employ a range of strategies to overcome any barriers to achievement. Honiton Community College is a fully inclusive school providing an outstanding and caring education so all pupils can achieve their potential.

Parents/Carers and pupils are fully involved and the progress of children with SEND is monitored towards meeting specifically identified goals and targets.

The SEND and Inclusion Teams are on hand to offer advice, give recommendations and answer any questions that Parents/Carers may have regarding the Special Educational Needs or wellbeing of their child through email, telephone call or face-to-face meetings.

Honiton Community College uses specialist strategies, which include a strong commitment towards training and developing all teachers and Learning Support Assistants (LSA's) in their understanding of SEND to ensure that everyone is an effective 'teacher of SEND'.

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

Our college has:

- A designated SENDCO who is an Assistant Principal and is part of the Senior Leadership team. The SENDCO at Honiton Community College has also completed the National Award for SEN Coordination.
- A named Governor for SEND.
- A SEND Information Report and SEND policy. These are available on the Honiton Community College website and our SEND related policies are reviewed yearly by senior leaders and Governors.
- A commitment to ensuring pupils with SEND have full access to extra-curricular opportunities and are represented in every aspect of school life.

In addition, we will use the following guiding principles as part of our work in supporting children with SEND:

- First, all staff are aware of the SEN students they teach, tutor or mentor. We consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development as well as their individual contexts and aspirations.

- We focus relentlessly on developing our students as individuals and nurture their talents and academic endeavours as well as acknowledging and addressing the unique barriers they face.

- At the front of our minds we remember that we are powerful advocates for all our students, including those with SEND. We have a responsibility to ensure that every student with SEND is prioritised for enriching academic and extra-curricular opportunities that challenges and inspires them.
- We develop SEND students as leaders in our community. We believe all our students hold the potential to develop into great leaders, even when they don't believe in themselves. We prioritise these students at every opportunity and proactively encourage them to take on leadership roles to develop their leadership skills in order for them to be successful.
- We know that excellent teaching is at the heart of success. Our SEND students are supported by our ambitious learning culture, innovative pedagogy, cohesive curricula, consistent routines, feedback, high expectations and strong knowledge of individuals and their needs.
- We know that excellent teaching is adaptive and meets the needs of the learner. To achieve this, teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve pedagogy in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek to continually develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment and provide essential equipment where necessary for SEND pupils.
- We offer opportunities for independent practice and explicitly teach students learning habits, which are embedded in lessons. We also monitor individual success throughout school and intervene, where necessary, to support progress.
- We aspire to raise aspirations and support students to contemplate their future beyond life at Honiton Community College. We work with a range of external agencies to give our students access to independent advice and guidance in relation to careers that allows our students to explore opportunities they may not have previously considered. We also have established links with a range of universities and businesses in order to encourage all students to broaden their horizons.
- We also recognise that exceptional rates of attendance is fundamental to student success. We intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

### Contact Details

<p>Special Educational Needs and Disabilities Coordinator (SENDCo)</p>	<p>Mr Declan Farrell  <a href="mailto:Declan.farrell@honiton.college">Declan.farrell@honiton.college</a>  01404 42283  The SENDCO is a member of the school's Senior Leadership Team  The SENDCO is also the Designated Teacher for Children in Care and Lead Teacher for those students who experience English as an Additional Language (EAL) at Honiton Community College</p>
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Assistant SENDCo	Miss Louise Bradbury <a href="mailto:Louise.bradbury@honiton.college">Louise.bradbury@honiton.college</a> 01404 42283
Staff member with overall responsibility for pupils with Medical Needs	Mrs Emily Meek <a href="mailto:Emily.meek@honiton.college">Emily.meek@honiton.college</a> 01404 42283
SEND Governor	Mrs Debbie Stuart <a href="mailto:dstuartgovernor@honiton.college">dstuartgovernor@honiton.college</a>
Where is the Local Authority's Local Offer published?	<a href="https://www.devon.gov.uk/education-and-families/send-local">https://www.devon.gov.uk/education-and-families/send-local</a> <a href="https://www.devon.gov.uk/education-and-families/send-local-offer/offer/">https://www.devon.gov.uk/education-and-families/send-local-offer/offer/</a>
Contact details for support services for parents of pupils with Special Educational Needs.	Devon Information Advice and Support for SEND (DIAS) <a href="https://www.devonias.org.uk/">https://www.devonias.org.uk/</a> 01392 383080 <a href="mailto:dias@devon.gov.uk">dias@devon.gov.uk</a> We encourage families to make use of this free, independent, confidential and impartial advice for parents and carers offered by DIAS. They say that they can help you to: <ul style="list-style-type: none"> <li>• Understand more about SEND support</li> <li>• Develop good relationships with professionals</li> <li>• Prepare well for meetings</li> <li>• Express yours and your child's views</li> <li>• Understand the paperwork</li> </ul>

## Implementation

Questions	School Response
<p><b>What kinds of special educational needs are provided for at Honiton Community College?</b></p>	<p>Honiton Community College is a mainstream, inclusive college for children aged 11 to 18 years old that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2015). A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision <i>different from or additional to</i> that normally available to students of the same age (SEND Code of Practice, 2015, p.94).</p> <p>There are four broad areas of need for students with SEND. Trained and experienced staff are able to support learners who may have difficulties with:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning Needs</li> <li>• Communication and Interaction Needs</li> <li>• Social, Emotional and Mental Health Needs</li> <li>• Sensory and/or Physical Difficulties Needs</li> </ul> <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEND, either with or without an Education and Health Care Plan are welcome to apply for a place in college in line with the college’s admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the SEND of students at Honiton Community College. For students with an Education, Health and Care Plan (EHCP), parents have the right to request a particular educational setting 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 college 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 teaching assistants who can identify and help support children who are experiencing any difficulties and the SENDCO coordinates this work across the whole college.</p> <p>Class teachers continually track the progress of all students in their class. They have daily discussions with learning support assistants to ensure every student is meeting their potential and this is frequently achieved through monitoring written work and regularly observing students during their learning. Class teachers and learning support assistants can discuss any concerns they have as and when needed with the SENDCO and there are regular Pupil Progress meetings and Inclusion Reviews within the college to further identify opportunities to intervene and support students.</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 and other schools to ensure that information on students transitioning into the school is shared effectively.</li> <li>• Teachers carry out regular assessments, so that they are able to quickly identify any student who is experiencing particular difficulties.</li> <li>• Parents may raise concerns about their child.</li> <li>• Other professionals working with a student outside of the school may raise concerns or highlight a specific need.</li> <li>• Student may raise concerns themselves</li> <li>• Through reviews of attendance and exclusion data for students with SEND</li> </ul>
<p><b>How does Honiton 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 reviews and student voice.</p> <p>The effectiveness of interventions are measured by comparing pre-assessment data, expected outcomes, post data and evaluations. Interventions will be monitored by the teachers, learning support assistants and SENDCO and where necessary, appropriate additional training will be provided to staff running interventions.</p> <p>If a child is supported through a Team Around the Family (TAF) 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 in collaboration with the student, their parents/carers and other involved agencies and professionals.</p> <p>The Principal and Honiton Community College's SENDCo report regularly to the Governing Body in relation to SEND. We have a Governor who is responsible for SEND, who attends meetings where possible, and who also reports SEND matters and updates to the Governing Body.</p>



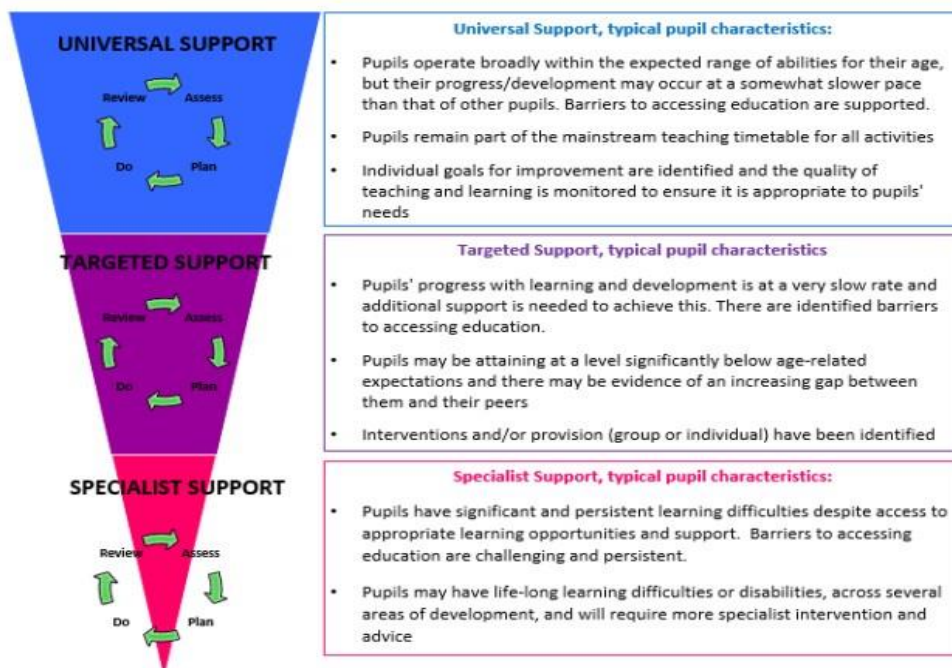
**What are the arrangements for assessing and reviewing children's progress towards outcomes?**

As a college, we track and analyse children's progress on a termly basis. Inclusion meetings are held weekly and focus on identifying barriers to learning across behaviour, special educational needs and disabilities and attendance and key staff stakeholders explore the potential barriers to education alongside possible solutions to the difficulties experienced.

Where specific needs are apparent, the college has a range of assessments which can be used to explore a student's strengths and difficulties in more detail. The Devon Graduated Approach and particularly the 'SEND Quickchecker' is used as an electronic tool to support teachers and school leaders to identify, assess record and review the needs of children and young people requiring additional or special educational provision.

The Graduated Approach consists of three broad stages of support, all of which are implemented using an Assess, Plan, Do, Review cycle.

The primary aim of this framework is to ensure that early intervention is in place to meet students needs via the college's universal offer initially, are implemented before a student progresses through to targeted or specialist levels of support.



For a very small percentage of students, whose needs are significant and complex and require SEND Support that cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct a needs assessment for an Education, Health and Care Plan (EHCP). The decision to produce an EHCP in response to a student's special educational needs and disabilities lies with Devon County Council 0-25 team but Honiton Community College staff endeavour to provide all available information to the needs assessment process to support DCC decision-making.

**What is our approach to teaching children with SEND and what adaptations are made to the curriculum and the**

Honiton Community College has a highly ambitious and broad curriculum and we expect our SEND students 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.

We passionately believe that all teachers are the teachers of students with SEND. High Quality Teaching is a non-negotiable for every student in our school. Our highly skilled



<p><b>learning environment for children with SEND?</b></p>	<p>teachers will use techniques such as scaffolding to ensure that all students are able to meet these high expectations. There is an expectation that teachers will be highly aware of the learning needs of all students and will ensure that learning content is coherently sequenced to SEND students’ needs and their individual starting points and aspirations. All curriculum areas include retrieval practice and lessons are planned with cognitive overload in mind. Learning links build upon previous lessons and years and these links are made explicit to the students. Lessons are planned with ‘scaffolds’ and we build in additional time for guided student practice. We have minimised the amount of interventions outside the classroom and when they happen because we recognise that the most effective learning takes place in the classroom where our students have the most exposure to outstanding teachers. We do not want students missing out on any part of the curriculum as a result of classroom withdrawal as this could be a barrier to them achieving successful outcomes in the future.</p> <p>What would high quality targeted classroom teaching look like for my child?</p> <ul style="list-style-type: none"> <li>• Teachers have the highest possible expectations for your child and all students in the class</li> <li>• Teaching is built on what your child already knows, can do and can understand</li> <li>• Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson.</li> <li>• Specific strategies (that may be suggested by the SENDCO or other professionals) are in place to support your child to learn.</li> <li>• Your child’s class teacher will have carefully checked on your child’s progress and will intervene if your child has a gap/gaps in their knowledge that requires extra support to ensure they make the best possible progress.</li> </ul> <p>Our team of learning support assistants work alongside our teachers to support high quality teaching provision.</p> <p>Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with parents, specialist health workers were necessary, and if appropriate, the student themselves.</p> <p>We are fully committed to ensuring that the college is accessible to all our students and will always be happy to discuss individual requirements where necessary. The college has a number of ways in which it is accessible to all:</p> <ul style="list-style-type: none"> <li>• Designated disabled parking space in the main car park</li> <li>• Accessible toilet facilities throughout the college</li> <li>• Lifts situated on the lower level to provide access to upper levels.</li> <li>• The school grounds and outdoor learning areas are accessible for all children.</li> </ul> <p>Please see our Accessibility Policy for further details.</p>
<p><b>What additional support for learning</b></p>	<p>When a student has been identified with special educational needs or disabilities, the students individual teachers will ensure that the student can access the curriculum</p>

<p><b>is available to students with special educational needs and disabilities?</b></p>	<p>appropriately and this will be discussed with the parents formally at Parents/Carers meetings.</p> <p>The SENDCO will liaise with external professionals where appropriate and will work with college staff to ensure that every child is able to access the curriculum.</p> <p>If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy to use scissors to aid their access to the curriculum further.</p>
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<p><b>How are students with SEND empowered to engage in activities available to all students across the college?</b></p>	<p>All staff are committed to promoting the involvement of all students 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 students. Where applicable, parents and carers 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 students. Where needed, additional adults may be deployed to support with trips. We also encourage students with SEND to access our lunchtime and after school clubs with support of staff.</p>
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<p><b>What support does the school provide for improving emotional and social development?</b></p>	<p>All our staff know and care about all of our students and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence in both Personal Development (PD) and whole cohort assemblies.</p> <p>Our carefully planned transition programme (with enhancement where appropriate) ensures that through meetings with our local primary settings and conversations with parents and carers, we can anticipate and plan to meet the social and emotional needs of all students.</p> <p>The college offers a variety of pastoral support for students who may be encountering emotional difficulties, starting with the support offered to children in class. This is supplemented by a comprehensive Personal Development curriculum to support students spiritual, moral, social and cultural development.</p> <p>Furthermore, students have daily contact with their form tutor and each year group has a dedicated head of year.</p> <p>The college also has a well being coach (Mr Mark Lemmer) who works with students to promote positive wellbeing.</p> <p>The college also has a qualified senior mental health lead (Mrs Natalie Hunt) who is part of the college's senior leadership team.</p> <p>A wide range of pastoral staff are level 3 safeguarding qualified and all staff complete safeguarding level 2 at least annually.</p>
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**What expertise and training do staff have to support students with SEND and how is specialist expertise secured?**

We have a culture of sharing good practice and expertise which enables us to ensure that all staff have the necessary skills required to effectively support students with SEND. All teachers and learning support assistants are kept up to date with changes in SEND legislation and practice both nationally and locally. Our regular in-house CPD (continual professional development) programme offers training around key aspects of SEND and is available to all staff.

Information is typically shared with staff via staff briefings (SEND in 60's) and our staff have already completed safeguarding level 2 and training around the use of pupil passports in September 2024. Further training is scheduled throughout the academic year during INSET days alongside 3 days of training as part of our membership to The Ted Wragg Trust in October 2024.

We regularly audit and review staff training needs. This enables us to provide relevant and incremental training opportunities to develop staff understanding of SEND and equip them with strategies to support inclusive and high quality teaching provision. The college uses its best endeavours to secure the special educational provision for our students.

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 students with special educational needs' to ensure that all teachers and staff are equipped to deal with a diverse range of additional needs within the college.

The SENDCO attends termly SENDCO updates to keep abreast of current legislation and practices within both Ted Wragg Trust and the Honiton Learning Community. The college employs an Early Help Coordinator (Mrs Jennifer Rance) and a well-being mentor (Mr Mark Lemmer) who support individual student and groups of students who struggle with anxiety, managing their emotions and positive attitudes towards learning. We also have our very own Therapy Dog (Poppy) who helps regulate and support our students in college.

There may be times when students require additional support from outside agencies to receive more specialised expertise. Honiton Community College work with the following external agencies and professionals:

- The Communication and Interaction Team (C&I Team)
- NHS Speech and Language Therapists (SaLT)
- The Educational Psychology Service (EP Service)
- School Nursing Team
- Mental Health Support Team (MHST)
- Child and Adolescent Mental Health Service (CAMHS)
- Ted Wragg Trust Educational Welfare Officer (EWO)
- Social Care
- Educational Keyworkers
- Devon Information Advice and Support Service (DIAS)
- SEMH Team
- Students Individual General Practitioners
- Counsellor

	<ul style="list-style-type: none"> <li>• Occupational Therapy</li> <li>• Visual Impairmen Team</li> <li>• Hearing Impairment Team</li> <li>• Physical and Sensory Advisory Teachers</li> <li>• Dyslexia Outreach Team</li> <li>• Devon Inclusion Team</li> <li>• Hospital School (Torlands)</li> <li>• Balloons Organisation</li> </ul> <p>With the very rare exception of some safeguarding referrals where it is considered too unsafe to obtain consent in advance, referrals to external services are not made without parent/carer consent and parents and carers are kept informed of how advice is to be enacted, usually through meetings with written outcomes.</p>
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<b>How do we secure the equipment and facilities needed to support pupils with SEND?</b>	<p>The SENDCO oversees the SEND budget and commissions services, alongside the Associate Assistant Principal for Inclusion (Mrs Natalie Hunt), 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 to support identified students.</p> <p>We work closely with Occupational Therapists and acting on advice from them, a number of pupils have access to learning aids such as writing slopes, ergonomic pens, wedge cushions</p>
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	<p>or pencil grips. Other pupils have been enabled through the use of tablets or laptops to record their learning.</p> <p>Our school is wheelchair accessible, and we have disabled toilet facilities across the site at various locations. The college also has an accessibility plan that is reviewed regularly.</p> <p>If appropriate we would access further support and advice from outside agencies through the TAF process and access additional funding from the Local Authority if a child's needs exceed the funding available in our delegated budget.</p>
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<p><b>How do we consult with the parents of students with SEND and involve them in their child's education?</b></p>	<p>From the very beginning of any student's educational journey at Honiton Community College, we work hard to engage parents and carers to build positive home-school relationships. We know that parents and carers know their children best and it is important that we, as professionals, listen and understand when parents and carers express concerns about their child's development. Parents and carers are encouraged to email or telephone their child's pastoral head of year as a first point of contact. Arrangements can be made to speak to other staff within the college by appointment.</p> <p>Our universal offer also includes the progress of all students being reported to parents through a report three times across the academic year. Students on the SEND register will also have a Pupil Passport that is reviewed by the SEND team on a termly basis but sooner should new strategies be formulated.</p> <p>Parents and carers of students with special educational needs and disabilities are at the heart of the decision-making process with regards to the provision for the student. Provisions are reviewed regularly with the parents and carers.</p> <p>Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet 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 students are aware of the interventions that they are involved in, what the learning goals are, when they will take place, and their progress towards the intended learning goals.</p>
<p><b>How do we consult with children with SEND and involve them in their education?</b></p>	<p>We use a student-centred approach where the views of the student are sought alongside the input of parents, carers and wider professional network. Class teachers, learning support assistants and school leaders are always available to listen to student's opinions, questions and points of view. The SENDCO or a member of the SEND team spends time with individuals to gain their thoughts as part of the Annual Review and SEND processes.</p> <p>Students and their parents and carers are supported to contribute their views towards the extent to which their needs are being supported by key adults in college. Personalised targets are set, agreed and reviewed with children and their parents and carers.</p>
<p><b>What are the colleges' arrangements for handling complaints from parents of children with SEND about provision?</b></p>	<p>If a parent or carer of a student with special educational need or disability has a concern regarding their child's provision, they would be encouraged in the first instance to speak to their child's tutor or Head of Year. College staff may also benefit from the involvement of the college SENDCo or Assistant SENDCo. A parent is also free to contact the SENDCO directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication.</p> <p>Mr Declan Farrell is the Special Educational Needs and Disabilities Coordinator (SENDCo). If you have any concerns regarding your child's learning, he can be contacted directly via email <a href="mailto:Declan.farrell@honiton.college">Declan.farrell@honiton.college</a> or an appointment can be made to meet with him by contacting the college's main reception. If you would like to make a complaint, then please follow the school's Complaints Policy that is available on the Honiton Community College</p>

	website.
<p><b>How do we involve outside agencies in meeting student's SEND and supporting their families?</b></p>	<p>We have established relationships with outside agencies including the Educational Psychology services and health specialists. We draw on their professional knowledge to support individual students as well as to provide staff training. Outside agencies contribute to staff continual professional development opportunities through the delivery of training on specific programmes of intervention.</p> <p>Professionals from outside the school may be invited to attend meetings to discuss students and their needs where it is felt that support above and beyond what the school is able to offer is necessary.</p>
<p><b>How will students be supported when moving to a new class or when joining or leaving the college?</b></p>	<p>A number of strategies are in place to enable effective pupil's transition. These include:</p> <p><b>On entry:-</b></p> <ul style="list-style-type: none"> <li>• Honiton Community College invites all of our primary school partners to share key information and effective strategies for transitioning students with SEND.</li> <li>• Parents and carers are encouraged to consider options for the next phase of education and the college will involve outside agencies where appropriate to ensure information received is informative and in sufficient depth.</li> <li>• A planned programme of visits and transition activities for students starting in Year 7. Additional visits are arranged if needed. Parent and carers are usually invited to a meeting at the college prior to transition and are provided with a range of information to support them in enabling their child to settle into Honiton Community College</li> <li>• A dedicated 'Year 7 induction' evening to share key information, introduce students to their new teaching staff and familiarise students and their families with our school site.</li> <li>• The SENDCo is available to meet with new parents and carers of pupils who have SEND and also meets with primary school SENDCo's and their wider staff team to allow better understanding and planning for individual student's needs.</li> <li>• Additional parental tours are facilitated with school staff where possible.</li> <li>• If students are transferring from another school, the previous school records will be requested.</li> <li>• Enhanced transition meetings may take place if the child has an EHCP.</li> </ul> <p><b>Transition to the next year group/key stage</b></p> <ul style="list-style-type: none"> <li>• Bespoke transition plans will be put into place for individual students if required.</li> </ul> <p><b>Transition to a new school in-year</b></p>

	<ul style="list-style-type: none"> <li>• Transition days are available for pupils with SEND depending on need.</li> <li>• Honiton Community College may also admit students or transfer students through a Managed Move process. In these cases there is a formal protocol for application, meetings, and school/family engagement.</li> </ul> <p><b>Transition to Post-16 provision</b></p> <ul style="list-style-type: none"> <li>• The annual reviews in Y9-11 for pupils with an Education, Health and Care plan support the process where parents, carers and young people are provided with guidance regarding choice of Post-16 provision.</li> <li>• External independent advice and guidance partners support with impartial careers guidance. The SENDCo's of Post-16 providers may be invited to meetings to facilitate effective information sharing.</li> <li>• Enhanced transition meetings may take place if necessary.</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>The Local Offer contains a directory of services available in Devon. The link below will take you to the website and provides information on how the Local Authority expects schools to meet the needs of students with SEND and their families; this is called 'The Local Offer' and can be found by visiting this website: <a href="https://www.devon.gov.uk/education-and-families/send-local-offer/families/send-local-offer/">https://www.devon.gov.uk/education-and-families/send-local-offer/families/send-local-offer/</a></p> <p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice; - <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf</a></p>
<p><b>Who are the best people to talk to at Honiton Community College about my child's difficulties with learning, special educational needs or disabilities?</b></p>	<p>The Class 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>• Personalised high quality teaching of your child</li> <li>• Ensuring that the School's Information Report and Policy is followed in their classroom for all pupils 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 other SEND related policies</li> <li>• Co-ordinating college wide support for pupils with SEND</li> <li>• Ensuring that you are: <ul style="list-style-type: none"> <li>I) Involved in supporting your child's learning</li> <li>II) Kept informed about the support your child is receiving</li> <li>III) 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 SEND Register and making sure that the records of your child's progress are kept up to date</li> </ul>



	<ul style="list-style-type: none"> <li>• Providing or sourcing specialist support for staff in the school, so they can help students with SEND in the school to achieve the best possible progress.</li> </ul> <p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school; this includes the support for pupils with SEND.</li> <li>• The Headteacher will make sure 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 that attends the school.</li> </ul>
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## Impact

### What has gone well this year?

<ul style="list-style-type: none"> <li>• SEND pupils are accessing our broad and ambitious curriculum which is captured through learning walks, book reviews and student voice.</li> <li>• The school have recently appointed a Literacy Lead and additional staffing via Mrs Winchcombe to deliver both small group and individual literacy interventions.</li> <li>• The development of a regulation area, informed by student voice has been developed in learning support.</li> <li>• Quality assurance work to ensure pupil passports provide accurate overviews of students and their needs and are shared with teachers in a timely manner.</li> <li>• Regular 'Coffee Mornings' where parents and carers can discuss their child(ren) and understand more about the developments in SEND provision across the college.</li> <li>• The development of college-wide reading in English lessons</li> <li>• The recruitment of a qualified SENDCo at Honiton Community College from September 2023</li> <li>• We have developed strong links with the other schools within our Trust which has enabled us to share good practice across the schools and develop our own offer of support for pupils with SEND.</li> </ul>
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