



Special Educational Needs & Disabilities (SEND) Policy 2026/27

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1.3	September 2025	R. Turner	Changes to personnel, in class support process and references to updated roles and responsibilities. Updated Targeted / Element 2 offer also included. Visual of the Framework for Learning also included in this version.
1.4	January 2026	R. Turner	Personnel update.
1.5	September 2026	S.Champion	Changes to aims and objectives to reference inclusion more widely. Updated Framework for learning

Context:

The original policy was developed in consultation with parents and carers, staff and students. This amended draft reflects the legal framework and published guidance in force on 14 September 2026. The Children and Families Act 2014, SEND Regulations 2014, Equality Act 2010 and SEND Code of Practice 0 to 25 years, January 2015, underpin the policy. References and related policies are listed at the end.

The Trust remains legally accountable for its SEND and equality duties. The Local Governing Board provides local oversight within the Trust scheme of delegation.

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1. Aims and Objectives

Aims

At Tavistock College, we are committed to being a fully inclusive school where every student is valued, respected and supported to achieve their potential. We actively promote the inclusion of students with Special Educational Needs and Disabilities (SEND) and are committed to ensuring that all students can participate fully in the academic, social and wider life of the school.

We place students at the centre of all decisions and work closely with families, school staff and external professionals to plan and deliver high-quality, needs-led provision. Through strong partnerships and a person-centred approach, we strive to remove barriers to learning, promote independence and support the wellbeing of all students.

Tavistock College uses its best endeavours to ensure that appropriate provision is made for any student with SEND. We are committed to the early identification of need and to providing effective support through adaptive teaching, targeted interventions and personalised provision where required. This enables students with SEND to access all aspects of school life and make strong progress from their individual starting points.

We seek to ensure that students with SEND are fully included within our school community and have equal opportunities to participate in enrichment activities, cultural experiences, educational visits, extracurricular opportunities and leadership roles.

Reasonable adjustments are used as and where appropriate and will be outlined within a students ILP.

The staff and Local School Board of Tavistock College are committed to ensuring that students with SEND achieve the best possible outcomes, develop confidence and independence, and are well prepared for successful transitions into adulthood. This policy supports all staff in delivering a whole-school approach to inclusion, ensuring that every student feels safe, supported and able to thrive.

Objectives

Provision for students with SEND is a whole school matter. In line with the SEND Code of Practice 2014, Tavistock College will:

- Identify and address the needs of students by implementing a graduated response using the Assess, Plan, Do, Review process in order to ensure that students with SEND receive appropriate support.
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, is maximised so that they can achieve to their full potential



- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their young person's education.
- Designate a teacher responsible for the coordinating of SEND provision i.e. SENDCo
- Review the Tavistock College School Offer for SEND (Report) annually and publish the Report on its website.

2. Defining SEND

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them. Namely, provision ***which is additional to or different from*** that normally available in a differentiated curriculum (universal support). The SEND Code of Practice defines a student as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There may be times in a student's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the universal curriculum offer. This may be on an on-going basis or for a limited time.

Disability and equality

Under the Equality Act 2010 many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under this legislation. The Equality Act 2010 sets out the legal obligations on Tavistock College towards disabled children and young people:

1. Tavistock College **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people



2. Tavistock College **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

When Tavistock College carries out these functions it **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Tavistock College **must** also publish information to demonstrate compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. These objectives **must** be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

Tavistock College's Local Stakeholder Board (LSB) must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Where a Tavistock College student is covered by SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEND planning and review. Where the Local Stakeholder Board (LSB) are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.

Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEND) will be considered within one or more of the following categories of need. A student may have SEND under more than one of these areas. It will also be assumed in Tavistock College that a student's educational needs will go beyond the specific area of SEND and any specific category used to include a balanced assessment of their personal strengths and difficulties and educational needs common to all students.

1: Cognition and Learning;

Children with cognition and learning needs may learn at a slower pace than other children and may have difficulties developing literacy or numeracy skills or understanding new concepts. Learning and cognition needs may be in addition to or as a result of other special educational needs.



This area covers students with specific learning difficulty (SpLD) who will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).

Learning and cognition also covers learning difficulties over a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

2: Social, Emotional and Mental Health Difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Social, emotional and mental health difficulties may include these disorders:

- ADD
- ADHD
- Attachment Disorder

3: Communication and Interaction needs

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Students with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)



- Autism (including Asperger Syndrome)

4: Sensory and/or Physical needs

Some students require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Students with an MSI have a combination of vision and hearing difficulties. Some students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-Sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

3. Identifying SEND

The College use many sources of information to when considering if a student may have Special Educational Needs. For example:

- Attainment data
- Progress data
- Attendance data
- Behaviour data (Arbor)
- Concerns raised by students themselves
- Concerns raised by parents/carers
- Concerns raised by teachers / support staff
 - All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities scaffolded for individual pupils. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the subject teacher. We interpret 'inadequate' following the Code of Practice to imply progress that is different from her/his peers, at a reduced level compared to previous progress rates or widening gap between the student's progress and her/his peers' attainments. This assessment will be informed by regular reviews of progress involving the Assistant Principal for SEND and the SENDCo.

Following initial concerns being raised, the SEND team will then complete the following actions:

- Ask subject teachers for their feedback
- Analyse data sets
- Look at any transition information from previous settings (e.g. primary school)
- Recommend additional High Quality Teaching strategies for staff in the classroom
- Monitor progress for a period of time



If after the above, there are still concerns, then the team will decide whether the student could have SEND.

When a student is considered to have a special educational need the following considerations will then be taken into account:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups, despite having an individualised behaviour support plan;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

The SEND Register:

Following the above considerations, the young person will then be placed onto the College's SEND register. Contact will be made with parents / carers confirming this. The student will then be allocated an intervention package based on their needs or specialist advice will be sought from external professionals.

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be requiring SEND Support. At this point, through discussion and agreement with parents/carers the student will be removed from the school's SEND register.

The College's SEND register is reviewed on a termly basis by: the SEND Team; the pastoral Team and when appropriate, senior leaders.

Students on the SEND register will be coded in the following ways:

K = SEN Support

E = EHCP

4. Supporting pupils with SEND

Once a student has been identified as having Special Educational Needs, the Graduated



Response is followed. The process is explained below and is based on the SEND Code of Practice (2014).

1. Universal provision (All Students)

High quality universal teaching is that which is differentiated and personalised to meet the needs of all students. Please see the HQIT Framework for Learning below:

High Quality Inclusive Teaching

Culture and Behaviour

Building Relationships



What this looks like:

- positively frame language
- narrate the positives, praise publicly
- award positive points
- non-verbal cues (least invasive strategies)
- feedback and live marking
- create belonging and be inclusive
- consistently implement the college behaviour policy

Entry Routine



What this looks like:

- threshold by standing at the door
- connect before correct (welcome and deal with uniform positively)
- retrieval (spaced / interleaved) is on the board and done in silence
- strategic & purposeful circulation to support learners
- answers are checked and feedback provided

Habits of Attention



What this looks like:

- 3, 2, 1 sit up (or stand still if more appropriate), hands empty, eyes forward
- split attention managed
- deliberate use of tone, volume and emphasis
- non-verbal cues
- purposeful and strategic circulation
- uncluttered powerpoints and displays

Means of Participation



What this looks like:

- narration of expectations during all phases of lessons
- narration of sequencing of the lesson
- pre-warning of timings
- feedback and live marking
- flexible groupings where appropriate
- purposeful and strategic circulation

Exit Routine



What this looks like:

- check uniform before leaving
- orderly / calm exit from the classroom (a row at a time)
- chairs under desks, desks left straight
- equipment away
- narrate the positive & award golden tickets

Learning Habits

Targeted Questioning



What this looks like:

- use clear, succinct, unambiguous language
- anticipate, plan for and address misconceptions
- scaffold questions to reduce cognitive load
- allow thinking time
- use follow-up questions to support with gaps in knowledge, extend thinking, and/or check schema
- utilise strategies to encourage no opting out

Show Me



What this looks like:

- use of mini whiteboards to check for understanding
- use of this info to address misconceptions
- chunking of content
- other whole class strategies for formative assessment can be used in addition (finger polling, thumb votes, everybody writes etc.)

Reading and Vocabulary



What this looks like:

- students tracking the text
- students are prepared to read
- specific vocabulary instruction
- choral response for key vocabulary
- scaffolding through knowledge of student's reading ages
- use of oracy stems

Turn and Talk



What this looks like:

- purposeful: question to answer, topic to discuss
- verbal sentence starters where appropriate
- allocate pupil groups purposefully (and flexibly, based on needs: form for an explicit purpose, then disband)
- time frame and half-way point narrated
- pupil groups can be utilised for peer tutoring across attainment levels

Modelling



What this looks like:

- teacher narrates their thinking, steps taken and why
- clear expectations of what students should be doing during the modelling exercise: copying, listening, etc.
- clear, succinct, unambiguous language
- chunking of content
- labelling of stages and steps for metacognition
- model then used as a scaffold for independent practice

Choral Response



What this looks like:

- explicit cue used to signal response needed (Either "I say, you say" or "On 2... 1, 2")
- all students respond in unison using taught vocabulary or key knowledge
- short, sharp responses and focused on core content
- monitor accuracy & immediately re-model if needed
- repetition used to build fluency and confidence





2. Targeted provision (Element 2 offer)

Tavistock College are provided with Element 2 funding which is used to support students on the SEND register. This funding is pooled and allows the College to provide the support and services below.

Offer	Detail – how does this support students with SEND?
Targeted Menu of Support	This is our High Quality Inclusive Teaching / Adaptive teaching offer which all subject teachers are trained to deliver. Based on the EEF 5 a day.
SENDCo	• All SEND statutory responsibilities • Quality assurance of in-class SEND support
Assistant SENDCo Team	• Point of contact on a daily basis for families relating to SEND concerns / issues • Complete statutory paperwork • Write ILPs • Deliver interventions • Line management of the Teaching Assistant Team
EP	The college invests in a private Educational Psychologist who attends the school for one day each half term. During that day, several students are assessed / focused on so that advice can be provided. A family support session is also run by an EP which can be attended by any families at the college.
Inclusion Hub	This room is open to students with SEND who may need triaged and supported during lesson time.
Inclusion Hub manager	This is a member of staff who supports with the triage of students during lesson time in LINC1. Ensures that students are learning whilst in LINC 1. Liaises with pastoral and academic leaders around students who are frequently in LINC 1. Produces and analyses data about students in LINC1 to find patterns and use it to support students.
Social times support (Inclusion Hub)	The Inclusion Hub is open during social times for students with SEND. This room is staffed by the Assistant SENDCo Team at Recess 1 and the Assistant Teacher Team at Recess 2
SEND Teacher CPD	Staff at the College are provided with regular SEND CPD. These happen throughout the academic year and focus on topics such as: the Targeted Menu of Support and effective use of teaching assistants.
TA CPD	Weekly CPD is planned and delivered by the SENDCo (who is also a trained primary school teacher) TAs also receive external training on a regular basis such as: Fresh Start training, Attachment Based Mentoring and Manual Handling.
SAMs meetings	This meeting happens on a fortnightly basis and is attended by the House Leader and the Assistant Principals for Safeguarding, SEND and Behaviour and Culture. During this meeting, students are discussed and appropriate support and next steps agreed.
RAMs meetings	This meeting happens on a fortnightly basis and is attended by the ADs for STEM and L&L as well as the Assistant Principals for Standards and SEND. This meeting allows for all data sources to be analysed to make sure that students are receiving the correct curriculum entitlement and to support with deciding whether a young person may have SEND.



Reading	All students complete NGRT and CAT4 tests on entry to the college. This is then used to decide which students require literacy support. Students are then entitled to an intervention package which may include Lexia, Fresh Start or guided reading.
Family support sessions	Throughout the year, families are invited to attend events with the SEND Team. This includes: family forums (where topics are discussed and next steps planned), SEND Review Days (all the families of students on the SEND register are invited to attend a review meeting with a member of the SEND Team) and SEND surgeries where families are invited to book in with a member of the SEND Team to discuss concerns about their young person.
ILP writing and review	Each student on the SEND register will have an ILP written for them which details their needs and strategies for teachers to use in the classroom to support them. These are reviewed and updated throughout the year and are a focus on SEND Review Days.
Exam access arrangements	A member of the SEND Team co-ordinates Exam Access Arrangements for all students. This process starts in year 9 and involves: collecting staff feedback; completing relevant paperwork and arranging academic testing when needed. The SENDCo then completes and submits the paperwork to the exam board. Regular meetings happen between the SENDCo and the Exams Team to ensure that students receive the correct support for their exams.
Referrals	The SEND Team completes referrals to external services such as the Child Development Centre and Speech and Language services. The Team can also write supporting letters for students who may require a referral into SEND services via their GP.
Homework club	A SEND Homework Club is offered to students on a weekly basis and is staffed by an Assistant SENDCo.
SEND Quality of Education Quality Assurance	To ensure that students on the SEND Register are provided with the support that they need in the classroom, the following processes take place: • Targeted Menu of Support written into the Framework for Learning • The Framework for Learning is Quality Assured through the coaching and drop ins process • Quality of Education Reviews ensure that Academic Directorates are providing the best education for all students • Students on the SEND register have an ILP written which includes strategies from the Targeted Menu of Support • Students with an ILP are then included on a class plan for each of their lessons • The SENDCo quality assures the class plans • Quality assurance of the ILP to class plans to classroom process takes place. Feedback is then provided to the subject teacher.

3. Specialist provision

If a student with SEND is still struggling to make progress, then specialist advice may be sought from a range of external professionals.

If following the advice from the external professionals a student is still struggling to make progress, then an Educational Health and Care Plan Needs Assessment may be submitted. Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Tavistock College will hold annual review meetings on behalf of Devon LA and complete the appropriate paperwork for this process.

The Assess, Plan, Do and Review cycle:



This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's individual needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – Assess, Plan, Do, Review. For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. For those pupils with more complex needs or for whom a more frequent cycle needs to be employed, additional meeting dates will be set. These meetings may be a TAM (Team Around Me meeting) or an EHAT (Early Help meeting).

Graduated Response

Assess	• In identifying a pupil as needing SEND support the subject teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school. • The pupil's development in comparison to their peers and national data should also be considered along with the parent/carer's views and experience, the pupil's views and, if relevant, advice from external support services. If considered necessary, these will be recorded on an Early Help Assessment (and may progress over time to an Early Help Plan and a request for additional funding.) The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the Early Help Assessment and Plan in the form of a TAF (Team Around the Family) meeting. Alternatively, the Graduated Response can be evidenced through ongoing school-level meetings (TAM – Team Around Me). • This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.
Plan	• Parents/carers, with their child, will meet with the relevant staff personnel (possibly the subject/ tutor / SIO/ HoY /Assistant Teacher / Assistant SENDCo / SENDCo) to decide on the interventions and support to be put in place, as well as the expected impact on progress and development. This will be recorded on a Plan with a date to review the plan. The date for review will depend on the level of need present. • The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the Plan will be reviewed. • The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge. • The Plan will usually involve a contribution by parents/carers to reinforce learning at home.



	• Where appropriate, the Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes. • Parents/carers will then be formally notified (via telephone / letter / email) when it is decided to provide a pupil with SEND support (although parents/carers should have already been involved in the assessment of need). • So, if it is agreed that a pupil requires SEND support, all parties meet and develop a plan detailing the support which will bring about the next part of the cycle. Documentation to evidence the plan is called an Individual Learning Plan (ILP).
Do	• The subject teacher(s) remains responsible for working with the pupil on a daily basis and will work closely with any Assistant Teachers or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. • The SEND Team will support the subject teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support. • The subject teacher is responsible for the daily implementation of the plan and will contribute to the plan. • Teachers complete a Class Plan for each class that provides an overview of the strategies that will be used in the classroom to provide support for students with SEND and Children in Care, based on their Individual Learning Plans.
Review	• There will be a review of the Plan on the date previously agreed. This review will ensure that the ILP contains the most relevant and up-to-date information and a chronology of interventions as well as the views of the student themselves. • Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. This will take place during the SEND Review Day which happens three times a year. • Where a pupil has complex needs involving more than one agency it will depend on the pupil's needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting. • This review will feed back into the analysis of the pupil's needs, then the subject teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent / carer and the pupil. • Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Allocation of resources



- Resources are allocated to support children with identified needs
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of support from the Targeted Menu of Support in class, support from an Assistant Teacher (AT) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

5. Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition; the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly.

Subject teachers will be advised of pupil's additional needs and this advice will be regularly updated in line with advice from professionals. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs.

At a whole school level, the provision for students with SEND is monitored through scrutiny of Class Plans by senior leaders and regular lesson drop ins. This enables us to ensure that our High Quality Universal Provision and Targeted Menu of Support and the provisions as written into Individual Learning Plans are quality assured. Overall, trends of progress and attainment of pupils with SEND are analysed by the Assistant Principal SEND, the SENDCo and other senior leaders. If there are concerns, these are raised with the Extended Leadership Team, such as Heads of Year and/ or Academic Directors.

6. Working with students and families

Students

We value the views of students highly and recognise the importance of gaining genuine student views in promoting the best outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability). All students on the SEND register will be allocated an Assistant SENDCo who will review their ILP with them. During these sessions, the student will discuss their ILP and the provision that they feel will help them to achieve within the classroom.

Parent / carers

We value and accept the positive role and contribution parents/carers make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.



So that parents/ carers play an active part in their child's development, Tavistock College endeavours to provide parents/carers with the relevant information to reinforce learning in the home. Like other schools Tavistock College endeavours to support parents/carers to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEND Support will have the opportunity to meet with a member of the SEND Team at least once a year formally at parents' evening. The SEND Team also offer the following opportunities for parents /carers to meet with the SEND Team:

- Parent / Carer coffee events
- SEND Parent / Carer forums
- SEND Review Day
- SEND Celebration events
- SEND Big Listen events
- Educational Psychologist Parent/Carer Forums
- Early Help (TAF) meetings
- Team Around Me (TAM) meetings

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice and Support (DIAS). They are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children. The Designated Teacher for Children in Care is the Assistant Principal - DSL.

SEND Information Report

The school will ensure that the SEND information report is available on the school website. The Local Stakeholder Board (LSB) has a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details can be found here: <http://www.tavistockcollege.org>



7. External Agencies

At Tavistock College, we are committed to ensuring that we support students holistically. An important part of this process is working with external agencies. The School is supported by a wide range of different agencies and teams. For example:

- Local authority representatives
- Occupational therapists
- Physiotherapists
- Nursing teams (diabetes, epilepsy, school)
- Paediatricians
- CAMHS professionals
- Educational Psychologists
- Speech Therapists
- Communication Interaction Team
- SEMH Advisory Team
- Physical and Sensory advisory teachers
- Social workers
- Mental Health Support Team

The list of professionals which the College work with is updated yearly in the SEN Information Report which can be found on the school website.

8. Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Particular consideration and support is given for the following transitions:

- Year 6 -7 transition
- Post-16 transition
- Transition between key stages (including particular notice of the choosing of options in year 9)
- In Year Admissions

To support these transitions, there are a number of provisions and strategies which are used:

- Transition meetings
- Updating of Individual Learning Plans
- 1:1 sessions for the student with a member of the SEND Team
- Social stories
- Comic Strip Conversations
- Tours around the College
- Enhanced Transition programme (year 6 - year 7)

9. CPD



- All staff at the school engage in regular training sessions where High Quality Inclusive Teaching is addressed.
- The Assistant Principal- SEND and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND – a programme covering a variety of SEND is offered and staff can sign up to the sessions which best meet their CPD needs.
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Assistant Teachers are engaged in ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues, looking at meeting the specific needs of a pupil.

10. Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request through the Annual Review process.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities' high needs block into the school's budget.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the DoS and/or Devon Information, Advice and Guidance (DIAS).

11. Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the whole school body. In addition to the Local Stakeholder Board (LSB), Principal and Assistant Principal - SEND, all



members of staff have important responsibilities.

Local Governing Board (LGB)

The Local Stakeholder Board (LSB) endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- Use their best endeavours to make sure that a child with SEND gets the support they need this means doing everything they can to meet children and young people's Special Educational Needs
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Designate a teacher to be responsible for coordinating SEND provision – the SEND coordinator, or SENDCO.
- Inform parents/carers when they are making special educational provision for a child
- Prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Principal of the College

The Principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Principal and Vice Principals will keep the Governing Body fully informed on Special Educational Needs issues. The Vice Principals will work closely with the Assistant Principal for Inclusion and SENDCO as operational line manager and the Governor with responsibility for SEND.

Assistant Principal - Inclusion

In collaboration with the Principal, Vice Principal and governing body, the Assistant Principal will determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

the Assistant Principal of Inclusion has oversight of inclusion within the school, this will also cover the provision of SEND within the school. The Assistant Principal- Inclusion will also oversee the coordination of the provision for individual children, working closely with staff, parents/carers and external agencies. The Assistant Principal - Inclusion provides relevant professional guidance to colleagues with the aim of securing high- quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the Assistant Principal - Inclusion develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The Assistant Principal - Inclusion liaises and collaborates with subject teachers so that learning for all children is given equal priority.

The principle responsibilities for the Assistant Principal - Inclusion include:



- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- Managing the SEND faculty team
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Principal and the school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

12. Students with medical needs



The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans (IHCPs) will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way using the Early Help or Team Around Me paperwork. For those pupils with an Education, Health and Care (EHCP) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at 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. Please see the schools Medication Policy for further details.

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.* E.g. medical agencies, Hospital School, (S&W Devon Academy) - WAVE.

13. Monitoring and accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. The majority of the school site is accessible for wheelchair users with 4 lifts on site and has disabled toilet facilities. Tavistock College work hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory-school-policies.pdf)

Responding to Complaints

In the first instance, parental complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.



School Admissions

No student will be refused admission to Tavistock College on the basis of his or her special educational need if it is deemed that Tavistock College is the best choice of provision to meet the student's needs. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.



References and related policies

The policy should be read with the legislation and guidance below and with the College and Trust policies listed here. Guidance dates identify the versions used for this amendment; staff must check the requirements applicable to the relevant activity or examination series.

SEND framework. Children and Families Act 2014 Part 3; Special Educational Needs and Disability Regulations 2014; SEND Code of Practice 0 to 25 years January 2015.

Equality and reasonable adjustments. Equality Act 2010 and Equality and Human Rights Commission guidance on reasonable adjustments for disabled pupils.

Governance. DfE SEN and disability duties guidance for school governing boards February 2025.

Inclusive teaching. Education Endowment Foundation five a day approaches for pupils with SEND.

Safeguarding. Keeping Children Safe in Education 2026 effective from 1 September 2026.

Attendance. Working together to improve school attendance July 2026.

Suspensions and exclusions. Statutory guidance effective from 26 July 2026.

Restrictive intervention. Restrictive interventions including use of reasonable force in schools effective from 1 April 2026.

Medical conditions. Supporting pupils at school with medical conditions statutory guidance.

Allergy safety. Allergy safety in schools statutory guidance July 2026.

Careers. Careers guidance and access for education and training providers June 2026.

SENCO qualification. DfE transition to the National Professional Qualification for SENCOs.

High needs funding. High needs funding operational guide 2026 to 2027.

Inclusive Mainstream Fund. Schools conditions of grant 2026 to 2027.

Examination arrangements. JCQ access arrangements and reasonable adjustments with the applicable awarding body rules.

Data protection. DfE Data protection in schools record keeping and management July 2026.

Admissions. School Admissions Code 2021.

EHC assessment and review. Devon SEND Local Offer including EHC assessment requests annual reviews and personal budgets.

Appeals. Government guidance on appealing EHC plan decisions and relevant time limits.

College and Trust policies

Read this policy alongside the current SEND Information Report, Accessibility Plan, Child Protection and Safeguarding Policy, Attendance Policy, Behaviour Policy, Medical Policy, allergy safety arrangements, Intimate Care Policy and admission arrangements on the College policies page and SEND page. The Trust policies page provides the Complaints Policy, data protection and retention arrangements and family privacy notice. Local governance responsibilities follow the Trust scheme of delegation.