SEND Information Report 2026-2027

We are an ambitious and inclusive Trust of schools



We demonstrate our love through our values



How we will succeed



Statement of Intent

Dignity not Deficit

This is our foundational principle for SEND at ECC. Difference and disability are part of humanity. Young people who have learning differences must have an education characterised by dignity and high expectations.

· Inclusion is a collective responsibility. We believe success for every student requires a whole-school approach, making inclusion central to all teaching and learning activities.

· At ECC, we respond to needs rather than diagnoses, recognising that while some diagnoses can help students understand their challenges, these challenges do not define them or our expectations.

· Early identification of needs is crucial for maximising progress. We use proactive, three stranded early identification of need process in order to ensure that needs are identified early and accurately.

· Thorough progress monitoring ensures individuals receive appropriate, personalised support.

· We proactively plan interventions to address potential challenges, supporting students to meet learning challenges and succeed.

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

All children with Special Educational Needs and Disabilities (SEND) are welcome at Exmouth Community College. Full support will be provided to each child who has SEND requirements with well thought out strategies to overcome any barriers to achievement. Exmouth 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 Academy uses specialist strategies, which include a strong commitment towards training and developing all teachers and Learning Mentors in their understanding of SEN to ensure that everyone is a 'teacher of SEN'. Our approach reflects the Education Endowment Foundation's model of Inclusive Teaching. We recognise that inclusive practice begins with strong universal classroom teaching for every pupil. Where this is not sufficient on its own, carefully planned adaptations and additional support are provided to enable pupils with SEND to access ambitious learning alongside their peers. These approaches work together to promote participation, independence and success for all learners.

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

Our school will:

- Have a designated SENCo who is part of the Senior Leadership team and who has completed the National Professional Qualification for SENCOs (NPQSENCO)
- Have a named Link Governor for SEN.
- Have a SEN Information Report, Inclusion Strategy (2027) and SEN policy. These will be available on the website and reviewed yearly by senior leaders and Governors.
- Ensure pupils with SEN have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life.

- Ensure every aspect of the school's KPI's have a reporting mechanism for SEN.
- Ensure leaders are committed to their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND.

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

- 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, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every student with SEN is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- We develop SEN students as leaders in our community: we believe in them; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we provide essential equipment where necessary for SEN pupils.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent 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.

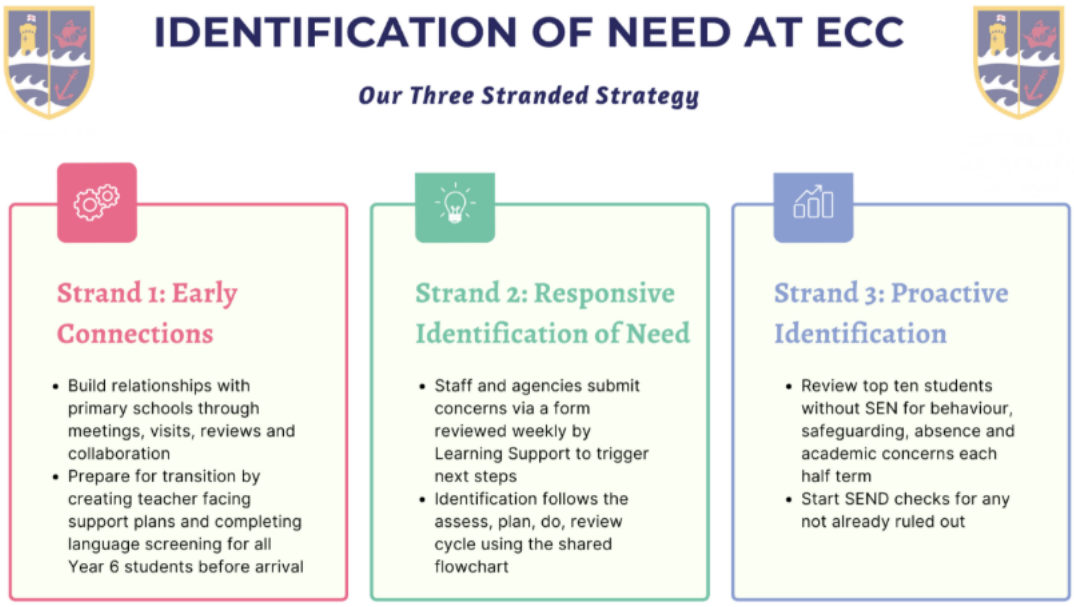
Contact Details

Special Educational Needs Coordinator (SENC0)	Heather Lee-Joy Heather.Lee-Joy@exmouthcollege.devon.sch.uk
Staff member with overall responsibility for pupils with Medical Needs	Tom Inman Contact PA to the headteacher at: michaela.savage@exmouthcollege.org
SEN Governor	Clare Fegan
Where is the Local Authority's Local Offer published?	• Devon Local Offer

Contact details for support services for parents of pupils with Special Educational Needs.	• Devon Information Advice and Support • Family Hubs

Implementation

Questions	School Response
What kinds of special educational needs are provided for at Exmouth Community College?	Exmouth Community College is a mainstream, inclusive school for students aged 11-18 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND. Trained and experienced staff are able to support learners who may have difficulties with: • Cognition and Learning • Speech, Language and Communication needs • Social, Emotional and Mental Health • Sensory and/or Physical Difficulties • Children on the Autistic Spectrum We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEN, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school 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 SEN of pupils at this school. For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless: • it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, • 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. Before making the decision to name our school 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.
What are the policies for identifying children with SEND and assessing their needs?	We have highly trained teachers and Learning Mentors who can identify and help support children who are experiencing any difficulties and the SENCO coordinate this work across the whole Academy. All children are different so every child is unique with their learning journey. Subject teachers continually track the progress of all students they teach. They work closely with Learning Mentors to ensure every child is meeting their potential as well as monitoring written work and regularly observing children during their learning. Class teachers and Learning Mentors can discuss any concerns they have as and when needed with the SENCO, and all teachers have termly Pupil Progress meetings and Inclusion Reviews.



Our identification of need process is structured around three main strands:

Strand 1: Early Connections

This begins with strong primary school relationships. Last year we reintroduced the Exmouth SENDCo network meetings which we host termly here. We spend time observing each year 6 class to try to ensure that we gain a full picture of the young people transitioning to ECC, beyond the information that we receive on paper.

1. Primary visits in Autumn term where Assistant SENDCo for Transition and KS3, and SENDCo visit all primary feeder schools to observe whole Year 6 class.
2. ECC presence at key annual reviews and TAFs for year 5 and 6 students.
3. Meetings with each primary SENDCo from our 10 main feeder schools to learn about the strengths and needs of each child on their SEND register.
4. An ECC teacher facing support plan is drafted for each child on the SEND register before they finish year 6 so that their needs are identified for all staff when the student arrives in September.
5. We complete the Secondary Language Link Screener for all year 6 students during transition so that we have robust data before they arrive.

Strand 2: Responsive Identification of Need

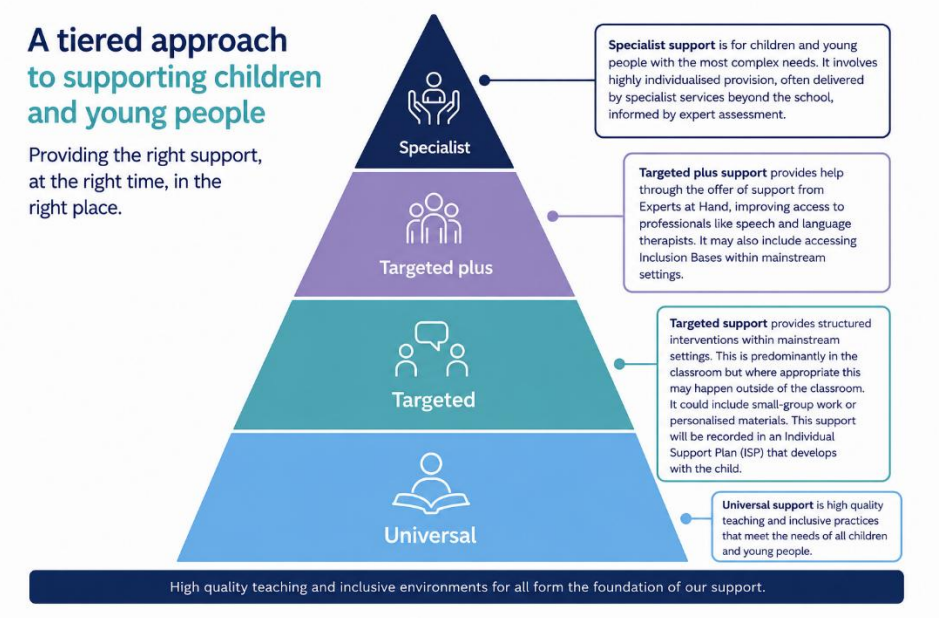
We have developed a clear identification of need flowchart which is shared with all staff and external agencies who might raise concerns about a child.

1. Teacher/tutor/parent/professional raise any SEN concerns by filling out a form
2. This is reviewed weekly by our Learning Support Administrator who begins the next steps.
3. We then continue to follow the identification of need process through our cycle of assess, plan, do, review.

Strand 3: Proactive Identification

Once a half term we analyse our “top ten report” - Students without identified SEN needs who are in the top ten negative behaviour points, top ten safeguarding concern, top ten absences, top ten academic
concerns. This data has been set up as an automated half termly report.

	We begin the ID of need process for any of these students where we have not already ruled out SEND.
How does Exmouth Community College evaluate the effectiveness of the provision for children with SEND?	Subject leaders and the SENCo measure the effectiveness of provisions made for pupils as part of their subject monitoring cycle. This will include learning walks, book looks and pupil conferencing. The effectiveness of interventions are measured on a Provision Map which shows the pre-assessment data, expected outcomes, post data and evaluations. Interventions will be monitored by the individual providing the intervention, the key stage assistant SENCo and SENCo, and where necessary, appropriate additional training will be provided to staff running interventions. Alongside evaluating interventions, leaders monitor the quality and impact of adaptive classroom practice through lesson visits, book scrutiny, pupil voice and professional dialogue with teachers. This ensures adaptations continue to support high expectations and successful participation. Leaders regularly review inclusive teaching through professional development, coaching, lesson visits and ongoing evaluation. Staff work collaboratively to refine classroom practice using current educational research so that inclusive teaching continues to improve over time. If a child is supported through the 'Team Around Me' process or an 'Early Help Assessment', the multi-agency team working with the child will meet every 6 weeks to review progress against outcomes. 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. Miss Lee-Joy reports regularly to the Governing Body. We have a Governor who is responsible for SEND, who attends meetings where possible, and whom reports to the Governing Body.
What are the arrangements for assessing and reviewing children's progress towards outcomes?	Subject teachers continually assess students and note areas where they are improving and where further support is needed. Where specific needs are apparent, the we have a range of assessments which can be used to explore a child's strengths and difficulties in more detail. The Devon Graduated Approach to Inclusion framework is used as an electronic tool to support teachers and school leaders to identify, assess and record and review the needs of children and young people requiring additional or special educational provision. There are four broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework, is to ensure that levels of support at an early stage, which are part of a school's universal offer, are implemented before a pupil progresses through to targeted, targeted plus or specialist levels of support.

	 For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?	We have a highly ambitious and broad curriculum and we expect our SEND pupils 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 children with SEND. High Quality Teaching is a non-negotiable for every child in our Academy. Our highly skilled teachers will use evidence-informed approaches including explicit instruction, carefully sequenced learning, modelling, regular checking for understanding, retrieval practice, effective feedback and scaffolding that is gradually removed as pupils become more independent. These approaches benefit every learner but are especially important for pupils with SEND. There is an expectation that teachers will be highly aware of the learning needs of all children and will ensure that the learning is coherently sequenced to SEND pupils needs, 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 children. Lessons are planned with scaffolds and we build in additional time for guided student practice to ensure there is a high success rate. We have minimised the amount of interventions and when they happen. The best teaching takes place in class and we do not want children missing out on any part of the curriculum as this could be a barrier to them achieving an aspiration for the future. What would high quality targeted classroom teaching look like for my child? • The teacher would have the highest possible expectations for your child and all pupils in the class

	• That all teaching is built on what your child already knows, can do and can understand • Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson. • Specific strategies (that may be suggested by the SENCo or professionals) are in place to support your child to learn. • Your child's class teacher will have carefully checked on your child's progress and will have decided that your child has a gap/gaps in their knowledge and need some extra support to make the best possible progress We carefully plan support so that pupils become increasingly independent learners. Adults provide the right level of support at the right time, gradually reducing prompts and scaffolds as pupils develop confidence, resilience and independence. The school recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEN in mainstream schools and any in class support by Learning Mentors, adheres to their recommendations on effective deployment of Learning Mentors. Learning Mentors complement, rather than replace, high-quality teaching. They are deployed strategically to reinforce learning, promote independence and provide carefully planned support that enables pupils to participate fully within the classroom. Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with specialist nurses and parents and if appropriate, the pupil themselves. We are fully committed to ensuring that Exmouth Community College is as accessible as possible. Please see our Accessibility Policy on the website for further details.
What additional support for learning is available to pupils with special educational needs?	When a child has been identified with special educational needs, the Learning Support team will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.
How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?	All staff are committed to promoting the involvement of all children 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 children. Where applicable parents 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 children. Where needed, additional adults may be deployed to support with trips. We also encourage children with SEND to access our lunchtime and after school clubs and will put in additional adult support if needed.

	We believe that successful inclusion means every pupil feels that they belong within our school community. We actively promote participation in classroom discussion, enrichment opportunities, leadership roles, educational visits and wider school life. We regularly seek pupil voice to ensure children feel valued, listened to and included.
What support does the school provide for improving emotional and social development?	All our staff know and care about all the children and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence. Our carefully planned transition process ensures that through meetings with primary school settings and conversations with parents, we can anticipate the medical, social and emotional needs of all children. The Academy offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class. This is achieved through a comprehensive curriculum for children's spiritual, moral, social and cultural development. Exmouth Community College offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class. Our vision is that every child is taught the skills they need to be emotionally literate, self-aware and mentally well. We can increase and blend support to ensure every child has the social and emotional skills to achieve their potential. We offer a range of interventions designed to support young people's SEMH such as Emotional Logic, and Language for Behaviour and Emotions. We also offer a bespoke mentoring programme. If we feel that a child's needs require specialist support and advice, we will work with you as a family and we may decide together to refer to external professionals such as CAMHs or the Mental Health in Schools Team.
What expertise and training do staff have to support children with SEND and how is specialist expertise secured?	We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. All the teaching staff 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. We regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high quality teaching. The school uses its best endeavours to secure the special educational provision called for by any students' needs. 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 children with special educational needs' to ensure that all teachers and staff are equipped to deal with a diverse range of needs.

	We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. Three members of staff hold the National SENCo Qualification and two members of staff hold a diploma in Trauma Informed Schools UK. All Academy staff receive training when required. The SENCO attends termly SENCO updates to keep abreast of current legislation and practices. The school employs a Speech therapist as well as an Inclusion teacher who is in school two days a week supporting individuals and groups of children who struggle with anxiety, managing their emotions and attitudes to learning. We also have our very own trained Therapy Dog (Little Bear) who helps regulate our pupils. There may be times when children require additional support from outside agencies and Experts at Hand to receive more specialised expertise; the agencies used by the Academy are: • NHS Speech and Language Therapists (SaLT) • The Educational Psychology Service • School Nursing Service • Multi-Agency Support Team (MAST) • Child and Adolescent Mental Health Service (CAMHS) • Barnardo's • Social Care • Devon Information Advice and Support (Devon IAS) • ATAN (Advisory Teacher for Additional Needs)
How do we secure the equipment and facilities needed to support pupils with SEND?	The SENCo oversees the SEND budget and commissions services 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 SENCo, for example buying Reader pens to support identified students. We have an accessibility plan which is reviewed regularly. If appropriate we would access further support and advice from outside agencies and access additional funding from the Local Authority if a child's needs exceed the funding available in our delegated budget.
How do we consult with the parents of children with SEND and involve them in their child's education?	From the very beginning of any child's educational journey with us, we work hard to engage parents and build positive home-school relationships. We know that parents know their children best and it is important that we, as professionals, listen and understand when parents express concerns about their child's development. Parents of children with special educational needs are at the heart of the decision making process with regards to the provision for that child. Provisions are reviewed regularly with the parents. Children and parents/carers of children who have Education and Health Care Plans (EHCPs) will be invited in to meet someone from the Learning Support Team to review progress. The views of the child and the parents/carers will form a key part of these discussions.

	We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals are, when they will take place, and how well they are doing.
How do we consult with children with SEND and involve them in their education?	At ECC, we place children at the heart of all decisions about their education. We use a child-centred approach that ensures their views, experiences and aspirations meaningfully shape their support. Staff seek student voice in ways appropriate to age, need and communication style, ensuring every young person feels heard and understood. We gather children's views in multiple ways, including through informal conversations with teachers, Learning Mentors and school leaders, and more formal opportunities such as annual K-plan reviews and EHCP reviews, where the child's perspective forms a key part of decision-making.
What are the school's arrangements for handling complaints from parents of children with SEN about provision?	If a parent/carer of a child with special educational needs has a concern regarding their child's provision, they would be encouraged in the first instance to speak to their form tutor. The form tutor can then involve the Learning Support department where necessary. Any parent/carer is also free to contact the Learning Support team directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication. If you have any concerns regarding your child's learning, the Learning Support Department can be contacted via this email address, LearningSupport@exmouthcollege.devon.sch.uk or an appointment can be made to speak to the appropriate member of staff through our admin team. If you would like to make a complaint, then please follow the Complaints Policy on our website.
How do we involve outside agencies in meeting children's SEND and supporting their families?	We have established relationships with outside agencies including the Educational Psychology Services, health and speech and language specialists. We draw on their professional knowledge to support individual children as well as to provide staff training. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, for example Little Wandle, or strategies for supporting children with identified difficulties. Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary. In these cases parents/carers will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.
How will children be supported when moving to a new class or when joining or	A number of strategies are in place to enable effective pupil's transition. These include: • A planned programme of visits for pupils starting in year 7. Additional visits are arranged if needed. • If pupils are transferring from another school, the previous school records will be requested immediately. • Enhanced transition meetings may take place if the child has additional support.

leaving the Academy?	
Where can I find out more information regarding on the services available for children with special educational needs or disabilities?	Devon's SEND Local Offer brings together information around local education, health and care services, as well as other support available (either locally or nationally) that you may find helpful, in one place: https://www.devon.gov.uk/children-families-education/send-local-offer/ A glossary of SEND terms is included in the appendices of the SEND Code of Practice; - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?	Teachers are responsible for: • Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need and letting the Learning Support Department know as necessary. The SENCo is responsible for: • Developing and reviewing the Schools SEN Information Report and Policy • Co-ordinating all of the support for pupils with SEN • Ensuring that you are: I) Involved in supporting your child's learning II) Kept informed about the support your child is receiving III) Involved in reviewing how your child is doing] • liaising with all other professionals who may be coming in to school to support your child • Updating the schools SEN Register and making sure that the records of your child's progress are kept up to date • Providing or sourcing specialist support for staff in the school, so they can help children with SEND in the school to achieve the best possible progress. The Headteacher is responsible for: • The day to day management of all aspects of the school; this includes the support for pupils with SEND. • The Headteacher will make sure that the governing body are kept up to date about issues relating to SEN. The SEND Governor is responsible for: • Making sure the necessary support is given for any child with SEND that attends the school.

Impact

What has gone well this year?

- **Outcomes for pupils with EHCPs have risen over the last three years.** Attainment 8 rose from 21.6 (2024) to 28.1 (2025) and 32.1 (2026). English at grade 4+ rose from 21% to 67%, and maths at grade 4+ from 21% to 50%.

- **18.8% of pupils with an EHCP achieved grade 5+ in English and maths, compared with 7% nationally.**

- **GCSE results for students for students on SEN support has increased every year for the last three years.** Attainment 8 rose to 28.5 in 2026, and the proportion achieving grade 4+ in both English and maths rose from 25% to 27%. Cohorts are small (24 EHCP, 60 SEN Support), so results can vary from year to year, but the trend is consistent across almost every measure.

- **Needs are identified earlier and more accurately.** Our three-strand identification process is now embedded. We reintroduced the termly Exmouth SENDCo network, observed every Year 6 class at our feeder primaries and drafted a support plan for every child on the SEND register before they arrived in September. An automated half-termly "top ten" report flags pupils with no identified need whose behaviour, attendance, safeguarding or academic data raises a concern.

- **Language intervention is having a clear impact.** All Year 6 pupils complete the Secondary Language Link screener during transition. Year 7 pupils in the Language Link intervention raised their average score from 11.3/20 on entry to 17/20 afterwards.

- **The Lighthouse has improved attendance for pupils with emotionally based school non-attendance (EBSNA).** Attendance improved by up to 74%. The provision is now seen locally as a model of good practice, and leaders from other schools have visited.

- **We opened our Specialist Base in September 2026,** in partnership with the Ted Wragg Trust and the Local Authority. It gives young people with significant barriers to attending school a specialist education in their own community.

- **Communication with families is clearer.** Our communication pathways were written together with families at a parent voice session. Every SEND family is now offered a summer term meeting, and families receive the updated K Plan after each review. We ensure, through tracking, that every family of a child with SEND receives *at least* three touch points per year.

- **We work closely with the Ted Wragg Trust.** Trust speech and language specialists support our Aim High and Cipher Mansion interventions, and we share good practice across Trust schools.