

# Clyst Vale Community College, SEND Information Report 2025-2026

## 1. What types of SEND does the college provide for?

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

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

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

(Special educational needs and disability code of practice: 0 to 25 years, Statutory guidance for organisations which support children and young people who have special educational needs or disabilities, January 2015)

Clyst Vale Community College provides for students with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including: Dyslexia Dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment

	Multi-Sensory impairment
	Physical impairment

## 2. SEND Department information and contact details

- Deputy Principal, SENDCo, Louise Telford, NPQH, National Award for SENDCo, University of Middlesex, PGCSE, BSc: [telfordl@clystvale.org](mailto:telfordl@clystvale.org)
- Deputy SENDCo, Emma Gultiano: [gultianoe@clystvale.org](mailto:gultianoe@clystvale.org)
- Teacher of SEND, Ingrid Quick: [quicki@clystvale.org](mailto:quicki@clystvale.org)
- A team of four Assistant SENDCOs assigned to individual year groups.
- A team of Teaching Assistants (this number varies, depending on the number of students identified with high needs or with Education Health and Care Plans.) Teaching Assistant support is allocated based on needs. We do not to allocate Teaching Assistants to individual students as we want to encourage the independence of our students.
- Provision for students with SEND and the role of the SENDCo is overseen by the SEND Governor, Ben Evans.

## 3. External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEND and to support their families. These include:

- Devon local authority services such as the SEMH Team or Communication and Interaction Team
- Educational psychologists
- Devon Advisory Teachers: Physical, Hearing or Visual impairment
- Speech and Language therapists
- Occupational therapists
- GPs, paediatricians and other appropriate medical professionals
- College nurses
- Child and adolescent mental health services (CAMHS)
- Voluntary sector organisations

## 4. What should I do if I think my child has SEND?

Clyst Vale Community College appreciates 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. If you think that your child has SEND, then you should get in

touch with the SEND Department so that they can discuss your concerns with you and try to get a better understanding of what your child's strengths and difficulties are.

Clyst Vale Community College will also address any concerns raised by children and young people themselves.

## 5. How will the college know if my child needs SEND support?

All our class teachers are aware of the 4 areas of SEND and are on the lookout for any students who aren't making the expected level of progress either academically or socially. We use the following sources of information to help us identify when a student requires SEND support:

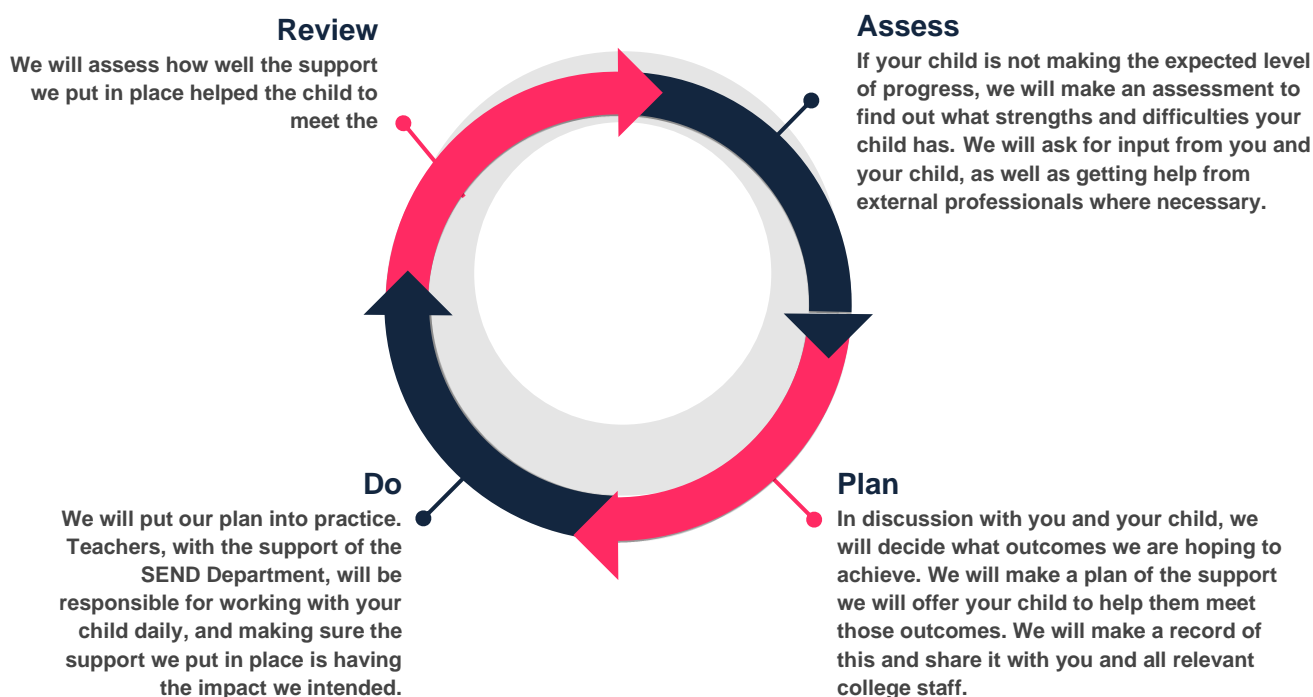
- Information gathered from primary schools during transition meetings and Year 6 annual reviews prior to the transfer of students to Clyst Vale Community College.
- GL assessments in Literacy and other baseline testing carried out in the Autumn Term for Year 7.
- Internal screening for Literacy and Numeracy.
- Tracking and monitoring student progress data on a regular basis
- Observations in class
- Teacher feedback following the graduated approach process.
- Parental concerns
- Student concerns
- Form Tutor, subject teacher, and pastoral leader concerns

## 6. How will the college measure my child's progress?

Clyst Vale Community College monitors student progress on a regular basis and communicates this information effectively to parents. The College will provide the following information and opportunities for discussion:

- Assessment point data three times a year, monitoring academic progress and attitude to learning.
- Parent's Evenings
- SEND Surgeries - at these a student's information passport and any associated learning plans will be reviewed by a member of the SEND department.
- Communication with parents through email and telephone calls.
- Information about rewards and sanctions via the pastoral team and Bromcom.
- Annual Review Meetings for students with an EHCP.
- Data and reports from specific intervention programmes.

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the college's targets, strategies and provisions will be revisited and refined.

## 7. How will I be involved in decisions made about my child's education?

Clyst Vale Community College provides a termly report for parents on each child's progress. There are multiple opportunities for parents and carers to contact the SEND Department: at the Year 7 'Settling in Evening' in the Autumn Term, at Parent's Evenings and at the dedicated SEND Surgeries scheduled throughout the year. Interim and Annual Reviews are also held annually. In addition to this, the College has an 'open door' policy and parents can discuss

informally about their child's progress but are encouraged to make a formal appointment with a member of the SEND Department should they wish to discuss concerns they have.

## 8. How will my child be involved in decisions made about their education?

We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a questionnaire
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## 9. How will the college adapt its teaching for my child?

Teaching staff will support students at a level appropriate to their needs through effective differentiation in the classroom. High-quality teaching is our first step in responding to your child's needs, considering their SEND and varying abilities. We will make sure that your child has access to a broad and balanced curriculum in every year they are at Clyst Vale. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

Students requiring more specific intervention to access the curriculum may be supported in a range of ways, for example:

- Differentiating our curriculum to make sure all students can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Ensuring a bespoke, tailored, and personalised approach for students with complex needs
- Making appropriate use of the resources in the delegated budgets to support children and young people with additional needs
- Using our knowledge and understanding of the four primary areas of special educational need to plan provision and to focus on interventions that are relevant, and evidence informed

- Referring to the Devon SEND Ordinarily Available Provision document for support to tailor provision to provide an individualised support programme for students with more complex needs
- Shared in-class support from a Teaching Assistant.
- Personalised intervention programmes to meet specific needs.
- Ensuring that disabled students have full access to the curriculum. Please see the accessibility plan on the College website for further information.

## 10. How will the college evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after every term or half-term (6-12 weeks)
- Using student questionnaires
- Monitoring by the SEND Department
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 11. How will the college make sure my child is included in activities alongside students who don't have SEND?

We ensure there are no barriers to students with SEND enjoying the same activities as other students at the College, including those of a physical nature. All our extra-curricular activities and college visits are available to all our students and all students are encouraged to go on our college trips, including our residential.

No student is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. All areas of the College site are accessible and, if necessary, we will adjust timetables to ensure children have full access to their curriculum. Lifts and ramps are available for students to use if required.

## 12. How does the college make sure the admissions process is fair for students with SEND or a disability?

Clyst Vale's approach to admissions can be found in the admissions policy on the College website. Any child whose EHCP names Clyst Vale Community College will be admitted. For in-year admissions, the child will be admitted whether the college has reached its PAN or other AN for the Year Group. Our over subscription criteria avoids unfairly disadvantaging prospective students with a disability or SEND.

### 13. How does the college support students with medical conditions and disabilities?

Students with specific health conditions will have an Individual Health Care Plan (IHCP). The SEND Department are responsible for these plans which will be drawn up in consultation with students, parent/carers, and other health professionals as necessary. They will outline the arrangements for administering medication and provide advice for staff in the event of an emergency. Staff will take note of these when arranging any curriculum enrichment activity and refer to the medical alert list.

Students with disabilities are supported according to individual needs and plans. We ensure they are not treated less favourably than other students, increase the extent to which disabled students can participate in the curriculum and improve the physical environment to enable disabled students to take better advantage of the education we provide.

### 14. How will the college support my child's mental health, and emotional and social development?

All students are supported through the pastoral system; they belong to a tutor group and obtain support from their Head of Year. The SENDCo and SEND Department work closely with the pastoral teams and attend a fortnightly 'inclusion' meeting to discuss specific students. At these meetings students who are of concern for academic and/or emotional issues will be discussed, and appropriate interventions identified. These students are then carefully monitored.

The SEND Department meets regularly to discuss students where concerns have been raised. We adopt a graduated approach in all situations.

Students who are identified with concerns about their well-being will be offered appropriate interventions including:

- A referral to the College nurse
- Support from the counselling service
- Access to clubs
- Personalised reward programmes
- Access to the SEND Department base
- Careers advice from other agencies, as appropriate
- Quiet spaces to access during unstructured times

### 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We gather information from primary schools and any agencies involved, for the best possible preparation for students joining Clyst Vale Community College at phase transition. This is usually in Year 6 but when a child has more complex needs the process of transfer may begin earlier. In addition to the usual induction days for all students, vulnerable students (not necessarily all children with SEND) are invited to additional transition mornings in the College

to familiarise themselves with their new surroundings and to take part in a tailored transition programme.

As students' progress through the College, they are given the opportunity to meet an external Careers Advisor, who will offer personalised support. Students also can meet with members of the SEND Department.

As students transition between key stages there is a thorough options process to support them with their future planning. We provide all our students with appropriate advice on paths into work or further education. All students are supported to make the transition to study when they reach post-16, and we have links with all the Post 16 providers locally.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## 16. What should I do if I have a complaint about my child's SEND support?

In the first instance, for a complaint regarding SEND, parents are advised to talk to the SENDCo. Details of how to make a complaint can be found on the College website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our college has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-college/disability-discrimination>

## 17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Devon County Council's Local Offer. Devon publishes information about the local offer on their website: [Devon's SEND Local Offer - help and support for children with SEND](#)

Our local special educational needs and disabilities information, advice and support (SEND DIAS) services are Devon Information Advice and Support: [Home - Devon Information Advice and Support](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- <https://www.nspcc.org.uk/>
- [Family Action](#)
- [Special Needs Jungle](#)



## 18. Glossary

**Access arrangements** – special arrangements to allow students with SEND to access assessments or exams

**AN** – admissions number. The number of students attending per year group

**Annual review** – an annual meeting to review the provision in a student's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

**CAMHS** – child and adolescent mental health services

**Differentiation** – when teachers adapt how they teach in response to a student's needs

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

**EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

**First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a college or local authority due to SEND

**Graduated approach** – an approach to providing SEND support in which the college provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student

**Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind

**Local offer** – information provided by the local authority that explains what services and support are on offer for students with SEND in the local area

**PAN** – published admissions number. The number of students in each year group that the admission authority has agreed will be admitted to the school

**Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the college must make to remove or reduce any disadvantages caused by a child's disability

**SENDCO** – the special educational needs co-ordinator

**SEND** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that colleges must follow to support children with SEND

**SEND information report** – a report that colleges must publish on their website, which explains how the college supports students with SEND

**SEND support** – special educational provision that meets the needs of students with SEND

**Transition** – when a student moves between years, phases, colleges or institutions or life stages