Special Educational Needs & Disabilities (SEND) Information Report

Policy Review

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Contents

1.   **PURPOSE AND OVERVIEW**

The purpose of a SEND (Special Educational Needs and Disability) information report is to link to the main SEND Policy and provide parents, young people, and other professionals with clear and easily understandable information about how young people with SEND are supported at YC.

Yeovil College is committed to supporting learners with Special Educational Needs and Disabilities (SEND). The SEND /Inclusion Team ensures that the principles within the SEND reforms and SEND policy are met across the college campus. Yeovil College is committed to creating an inclusive environment where young people are treated with respect and dignity. The college aims to include learners of all backgrounds, abilities, and needs in mainstream education where practically possible.

2.   **SCOPE**

Key Objectives:

- Ensure Equality and SEND legislation and guidelines for learners with disabilities are met
- Enable learners with Special Educational Needs and Disabilities (SEND) to have their needs met
- Promote a culture of inclusion valuing high-quality teaching for all learners.
- Implement reasonable adjustments to avoid disadvantaging learners.
- Ensure learners with SEND have opportunities to engage in college activities alongside their peers
- Collaborate with learners with SEND, their families, staff, and external agencies for best level of support, best outcomes, whilst also focusing on independence
- Make efficient and effective use of college resources to enhance the learner experience and promote progress.

3.   **RESPONSIBILITY & AUTHORITY**

3.1   **The SEND Team:** gathers information from learners, parents, professionals observations, existing plans and diagnosis (where available) to create and update support plans (support tabs and one page profile): including outcomes, strengths, needs and teaching and learning strategies. Attend meetings and advocate for EHCP and SEND learners in college meetings. Working with internal and external

personnel in order to find best solutions, put in the right support/ right level of support, in order to get best outcomes. SENDCo observing practice and being involved in Internal Monitoring Visits (IMVs) in order to ensure plans feed in practice and back again, with an effective assess-plan-do-review process and graduated response. The SEND Team are involved in Fitness to Study (FTS), early stages of disciplinaries, to help identify actions and support to prevent further escalation of needs and issues. The SENDCo attends all Stage Three Disciplinaries s for SEND and EHCP learners.

3.2 **Support staff and interventions staff:** provides various types of support, including 1:1 interventions, in-class support, exam accommodations, and personal care.

3.3 **All Teachers are Responsible** for helping to meet a student's needs (irrespective of any specialist qualifications or expertise).

3.4 **This SEND Info report** (and the SEND Policy) will feed into practice and should be followed for all learners that it relates to.

3.5 **Monitor & Review**
This SEND Info Report will be reviewed annually, along with the SEND Policy.

4. **PROCEDURE**

4.1 **Assess-Plan-Do-Review and the Graduated Response:**
This is the process of identifying need (assess), planning support (plan), putting the support in place (do) and reviewing the need for support needs/level/wave needed and adapting accordingly (review). The response and support is graduated depending on changing levels of needs, as support put in place is successful).

4.2 **Identification of those with SEND:**
- Learners have Special Educational Needs and Disability (SEND) / a need in one or more of the areas of SEND, if they have a learning difficulty or disability requiring special education provision that is 'additional to or different from' the normal curriculum and their peers.
- The college follows the SEND Code of Practice 2015 for identifying and supporting learners with SEND.

4.3 Identification and Assessment:

- This can be initiated by declaration of needs on their application or ALS referral to the SEND /Inclusion Team. Other internal teams may also offer support, depending on the most appropriate team to meet the need.

- YC aims to meet all learners EHCPs and learners with a need in one or more of the four areas of SEND to discuss: Outcomes, Strengths and Needs and Teaching and Learning Strategies to best meet their needs. For EHCP learners, this will be linked back to their EHCP, but also related to their current needs and the most relevant information for teaching and supporting them in college, across the four areas of SEND. The same applies for learners with a need in one or more of the four areas of SEND, but it will not be linked back to an EHCP, it is reliant on the input from professionals, the leaner and parents (16 -18). The same applies for learners with an EHCP, but it will also link back to their EHCP.

- Once at college, a referral can also be made by teaching staff to the SEND/Inclusion Team.

- Information about needs and support required will be sought. This can be achieved through observations, professionals input, learners and parent views to ensure the right support is in place, to ensure learners can reach their best potential.

- Diagnosis will also be sought, where available. Where this is not available, the areas of SEND for which needs fall under will be addressed. Further information will be sought from the schools/ school SENDCos, as a part of the transitions process. The SEND Team will also attend LA panels and liaise with schools/SENDCos/ Works and internal stakeholders regarding the learners and transitions. Staff and learners can also signpost themselves as having needs in the four areas of SEND.

- A provision map is also done at consult for each learner with an EHCP. Any learner with an EHCP that applies is met by the SEND /Inclusion Team (before an offer is made and SEND learners without an EHCP are met with by the SEND Team after an offer is made by the college. Needs and support are discussed with learners /and/ parents, to enhance signposting and ensure that learners have the best chance of starting in the right place, at the right time with the right support).

4.4 Support plans – support tabs, One Page Profile and Support Actions:

4.4.1 Support Plans:

Support plans (support tabs and one page profile): including outcomes, strengths, needs and teaching and learning strategies. This is linked to the EHCP for those that have one. This is also linked to input from the learner,

parents and professionals/ observations. The support plans (support tabs and one page profile) act an overview of the learner/plan for how to support them. This is linked to the support actions: what is happening / notes on support actually put in place in practice. Learning walks, observations and involvement in Internal Monitoring Visits (IMVs) by the SENDCo on practice, class support and interventions are part of the process of ensuring this feeds into practice and back again.

4.5 **Levels/Waves of Support:**

The graduated response/ approach: this is defined as a graduated level of support, depending on need: from Wave 1 - Wave 3:

- **Wave 1:** that which is universally available to all, including quality first teaching and in class adaptations
- **Wave 2:** time limited and specific interventions (this can be by: a SEND Practitioner, interventions teacher, Learning Support Practitioner (LSP) in some circumstances, Student Support Team or ASPs for adults and apprentices)
- **Wave 3:** specialist - equipment, agencies, personnel and/ or dedicated 1:1. For apprentices, this can include Access to Work.

If there is consistent and high levels of support needed/ evidenced. This may involve collating enough information to support parents to apply for an EHCP/ diagnosis, using evidence from the support tabs, one page profile and support actions. This can also go the other way, where support is consistently no longer needed. This can be evidence that an EHCP is no longer needed/ for the EHCP to be ceased by the LA.

Disadvantaged Learners: A learner identified as disadvantaged by Yeovil College may also include but not be restricted to solely learners with SEND or an EHCP. However, all those considered disadvantaged will have at least one or more needs which can be categorised within the four areas of SEND.

These waves of support can apply for any learner with a need which can be categorised within the four areas of SEND. All those considered disadvantaged will have needs that are "additional to or different from" their peers, even if only temporarily. The impact of this disadvantage can be categorised within the four areas of SEND.

It may not be only the SEND Team that provides this support and will depend on the type of learner/ provision type and which team their need is best met by.

4.6   Annual Review Process (for learners with an EHCP):

This is in line with statutory guidelines. The process at YC also includes the annual reviews being booked into an EHCP review calendar at the start of the year and shared with all Curriculum Area Managers. The learner, lecturer, parents and any key professionals are invited to the review to share their views.

A reminder is sent 15 working days before the review and any progress information, views and other key documentation already collated is sent out 10 days before the review. At the review, attendance, views, progress and the support tabs/support plan, any social care/health/ personal budget (if relevant) and next steps are all reviewed.

A RAG rated version of the EHCP is also sent after the review, along with the submitted annual review form, to show progress on all outcomes, strengths and needs and provision in Section F, as well as the meeting notes from updating the support tabs/ support plan (before and after the review), one page profile (after the review)

4.7 T   Transition Planning:

This can include: for SEND learners/ learners with a need in one or more of the four areas of SEND, meeting the SEND Team after offer and EHCP learners before offer. This can also include enhanced transitions for these that need it and liaison with internal and external professionals to ensure transitions are done in the best and most collaborative way. The focus whilst at college is preparation for employment, independent living, or further education.

5.   RELATED LEGISLATION, POLICIES & PROCEDURES

- HE Disability Support for Students Policy
- Health Wellbeing Fitness to Study Policy
- Safegaurding and Provent Procedure and Policies
- SEND COP 2015
- Equality Act 2010
- Children and Families Act 2014

6.   CONTACT INFORMATION

- **Address:** Mudford Road, Yeovil BA21 4DR

- **Phone:** 01935 423921
- **Website:** [Yeovil College - Further and Higher Education in Somerset | Yeovil College](#)
- **SEND part of the website:** [Special Educational Needs & Disabilities | Yeovil College](#) and [Meet The SEND Team - Yeovil College Yeovil College](#)
- **Annual Review Process at YC**: [AR-process-YC.pdf](#)
- **Waves of support at YC**: [WAVES-of-support-YC.pdf](#)
- **Local Offer links:** [Yeovil College](#)