



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

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SEN Information Report 2026–27

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For Full Governing Body – September 2026

SEND Link Governor: E Anders

SENDCO: Lee Tindal – 0.6 FTE

Review cycle: annual and sooner if information changes | Next review: September 2027

Purpose and statutory basis

This report explains how The Hayling College implements its SEND Policy and how special educational needs (SEN) support works in practice. It is written for pupils, parents and carers and gives governors a clear line of sight from statutory duties to classroom practice, targeted provision and impact.

It reflects the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice: 0 to 25 years and the Equality Act 2010. It also draws on current Department for Education publication requirements, Education Endowment Foundation guidance for SEND in mainstream schools and NASEN resources on the graduated approach, inclusive teaching and provision management.

The report aligns with the School Development Plan 2025–28. In 2026–27 the emphasis moves from establishing systems to demonstrating impact on attendance, engagement, independence, progress and belonging.

1. What types of SEN does the College provide for?

The Hayling College is a mainstream secondary school. We support pupils across the four broad areas of need. A pupil may have needs in more than one area and a diagnosis is not required for support to begin.

- Communication and interaction: including autism and speech, language and communication needs.
- Cognition and learning: including moderate and specific learning difficulties.
- Social, emotional and mental health: including ADHD, anxiety and emotionally based school avoidance.
- Sensory and/or physical needs: including hearing, visual, sensory and physical needs.

2. Who leads and supports SEND?

SEND is a whole-school responsibility. Subject teachers remain responsible and accountable for the progress and development of pupils in their classes, including where pupils access support from teaching assistants or specialist staff.

- The SENDCO coordinates provision, advises on the graduated approach, supports staff and works with families and external agencies.
- The Headteacher retains overall responsibility for SEND provision, progress, resources and statutory compliance.
- The SEND Link Governor, E Anders, provides strategic challenge and assurance to the Full Governing Body.
- Heads of Faculty are increasingly accountable for inclusive curriculum design, adaptive teaching and review of provision.

SEND staffing capacity for 2026/27 comprises Lee Tindal as SENDCO (0.6 FTE) and 9 teaching assistants/LSAs equating to 5.37 FTE. Leaders deploy this capacity across statutory EHC plan provision, classroom support, targeted intervention, transition and inclusion work, and review deployment against pupil need and impact.

- Teaching assistants support learning under teacher/SENDCO direction, with a focus on developing independence rather than dependency.

Staff development has included adaptive teaching, Provision Map, identification of emerging or hidden needs, scaffolding, visuals, chunking, flexible grouping, assistive technology, literacy and strategies for vulnerable pupils.

Current SEND cohort and capacity

The latest school dashboard available in the evidence pack records 467 pupils, including 23 pupils with EHC plans (4.9% of roll). The same dashboard indicates SEN Support is approximately 16.8%. The EHCP distribution shown is Year 7: 5; Year 8: 2; Year 9: 6; Year 10: 2; Year 11: 8. This profile, together with the College's high levels of disadvantage, informs deployment of SEND leadership, teaching assistant capacity and targeted provision.

3. What should I do if I think my child may have SEN?

Parents and carers should contact their child's tutor, subject teacher or the SENDCO. We will listen to concerns, consider strengths and barriers, review existing information and agree next steps. Where special educational provision may be required, the pupil and family will be involved in assessment and planning. If SEN support is required, parents/carers will be formally informed.

4. How do we identify pupils who need SEN support?

We do not identify SEN on the basis of a single test, diagnosis, behaviour pattern or attainment measure. Identification draws on a range of evidence and asks whether a pupil has a learning difficulty or disability that calls for special educational provision.

- Transition information from primary schools and previous settings.
- Baseline and diagnostic information, including KS2, GL and reading assessments where appropriate.
- Teacher assessment, formative assessment, work scrutiny and evidence of response to high-quality teaching.
- Attendance, behaviour, wellbeing and safeguarding information where these may interact with need.
- Parent/carers and pupil views.
- External professional advice where specialist assessment is appropriate.

The School Development Plan has strengthened baseline assessment and the referral pathway. Gaps caused primarily by prior learning, attendance, English as an additional language or contextual factors are explored carefully before SEN is concluded.

5. How do we assess, plan, provide and review support?

We use the graduated approach: Assess – Plan – Do – Review. This is a continuous cycle.

- Assess: build a precise picture of strengths, barriers, prior support, attainment, attendance, behaviour, wellbeing and pupil/parent views.
- Plan: agree outcomes, adaptations, provision, responsibilities, review points and measures of success; record these through pupil profiles and provision mapping.
- Do: teachers implement agreed adaptations and remain responsible for daily provision. Targeted intervention supplements ambitious classroom teaching.
- Review: evaluate impact using progress, attendance, behaviour, engagement, intervention data and pupil/parent voice; continue, adapt, intensify or cease provision accordingly.

From 2026–27, termly SEND reviews, clearer entry and exit criteria, half-termly inclusion reviews and SEND impact scorecards will strengthen this cycle. Provision that is not producing sufficient benefit will be adapted or stopped rather than continued by default.

6. How will parents and carers be involved?

Parents and carers contribute to identifying needs, setting priorities, reviewing outcomes and planning transitions. The College is embedding termly SEND reviews for pupils receiving SEN support. Pupils with EHC plans have a statutory annual review, with additional reviews where required.

- Families receive clear information about support and intended outcomes.
- The SEND Handbook, pupil profiles and provision mapping support consistency and transparency.
- Parents are encouraged to contact the College when needs change rather than wait for a scheduled review.

7. How are pupils involved?

Pupil voice is central to planning and review. Pupils are supported to explain what helps, what creates barriers, what they want to achieve and how support feels in practice. Their views contribute to pupil profiles, SEND reviews, EHC plan reviews, intervention evaluation and wider quality assurance.

Recent Forest School pupil voice identified calmness, friendship, emotional regulation and belonging as important benefits. In 2026–27 pupil voice will be used routinely within SEND impact reviews.

8. How will teaching and the curriculum be adapted?

High-quality teaching is the first response to SEND. We maintain high expectations and adapt teaching to remove barriers rather than routinely lowering curriculum ambition.

The College's Adaptive 8 framework includes:

- Strategic seating plans
- Task planners and clear routines
- Pre-teaching key vocabulary
- Modelling

- Retrieval practice
- Knowledge organisers
- Adaptive home learning
- Planned dialogic talk opportunities

This is consistent with EEF evidence on explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and purposeful use of technology. Adaptations are selected in response to the individual pupil, not applied mechanically because of a diagnostic label.

9. What additional and different provision may be available?

Provision is matched to assessed need and reviewed for impact. It may include:

- Targeted literacy intervention, including structured Lexonics support.
- Small-group literacy/numeracy and curriculum bridging.
- ELSA and emotional-literacy support.
- Forest School/nature-based provision where outcomes relate to regulation, confidence or belonging.
- Resilience and Recharge spaces to support regulation and readiness to return to learning.
- The SEND Hub as a structured, outcome-focused intervention base with clear entry/exit criteria and a route back to mainstream lessons.
- EdClass or other curriculum reinforcement within a planned, reviewed package.
- Specialist equipment, assistive technology, access arrangements and external professional advice.

The SEND Hub is not intended to become a permanent withdrawal space. Its purpose is to accelerate learning, strengthen independence, support regulation and enable successful participation in mainstream education.

10. How do we know whether support is working?

Evaluation of impact is a major improvement priority. The previous inspection identified that the effectiveness of in-class support and interventions was not checked consistently enough. The SDP addresses this through stronger baselines, provision mapping, learning walks, pupil pursuits, work scrutiny, assessment information and structured review.

- Progress towards individual outcomes and curriculum goals.
- Before-and-after measures for time-limited interventions where appropriate.
- Attendance and persistent/severe absence.
- Behaviour, suspensions, reintegration and time engaged in mainstream learning.
- Pupil independence, confidence, wellbeing and belonging.
- Pupil and parent/carers voice.
- Fidelity: whether agreed provision and adaptations are actually delivered.

A 2025–26 example is the literacy intervention programme: the Summer Headteacher’s Report recorded an average reading-age gain of 27 months and a 10-point average increase in standardised scores for pupils with completed pre/post data, while also identifying completion and attendance as areas for improvement. This is the approach the College is extending: evidence of benefit alongside honest evaluation of limitations.

SEND outcomes – strategic overview for governors

- KS4 / Leavers 2027 – AMBER, improving: the Year 10 cohort contained 30 pupils with SEND (22 SEN Support and 8 EHCP). SEND forecast Attainment 8 improved from 1.7 at Mock 1 to 2.9, against FFT50 of 3.7. Forecast 5+ English and Mathematics improved from 0% to 14%, against FFT50 of 24%. Direction of travel is positive but the attainment gap remains material.
- Year 9 – AMBER/RED: SEND Support pupils are predominantly Emerging/Developing; the EHCP group shows an Emerging profile with some Developing outcomes. Adaptive teaching, progress reviews and targeted intervention require close monitoring.
- Year 8 – AMBER: SEND Support showed a slight decline, EHCP outcomes were stable and SEN Monitoring improved. Accelerating progress for pupils receiving SEND Support is a 2026/27 priority.
- Year 7 – GREEN: SEND Support and EHCP progress were stable across 2025/26; SEN Monitoring showed positive improvement. Leaders judged SEND pupils to be accessing the curriculum successfully, supported by Nurture, Forest School and literacy intervention.

11. How are resources and specialist support secured?

Funding and value for money

The College uses delegated resources, the notional SEN budget and additional high-needs/top-up funding to meet identified needs. Decisions are based on assessed need, statutory requirements, evidence of impact and effective use of resources. The August 2026 budget monitoring report shows a 2026/27 budget of £103,332 for HCC High Needs Top-Up Funding. £76,635.83 had been recognised at the August monitoring point, leaving £26,696.17 against the annual budget. The monitoring note asks leaders to confirm that recognised income is in line with expected funding; this will therefore be reconciled against current EHC plans and funding notifications rather than interpreted as a variance in provision.

Where appropriate, we work with educational psychology, specialist advisory teachers, health professionals, school nursing, CAMHS/MHST, social care and other local authority or commissioned services.

Where sustained needs remain despite high-quality teaching and a graduated response, the College may request an EHC needs assessment. In Spring–Summer 2026 the College developed a structured evidence process using staff consultation, observations, attainment/progress data, intervention evaluation, costed provision mapping, diagnostic assessment and parent/pupil voice.

12. Inclusion, trips, enrichment and admissions

Pupils with SEND are entitled to participate in the full life of the College. We make reasonable adjustments to remove barriers to curriculum, enrichment, educational visits, leadership and wider opportunities. Risk assessment is used to enable participation, not as a reason for automatic exclusion.

Admissions arrangements do not unlawfully disadvantage pupils because of SEN or disability. Where the College is named in an EHC plan, statutory admissions requirements apply. The College works with families and the local authority to plan appropriate transition and provision.

13. Accessibility and disabled pupils

The College takes steps to prevent disabled pupils being treated less favourably and makes reasonable adjustments, including auxiliary aids and services where required. The Accessibility Plan should be read alongside this report. It addresses:

- Increasing participation in the curriculum.
- Improving the physical environment so disabled pupils can benefit from education, facilities and services.
- Improving access to information for disabled pupils.

The previous SEN Information Report records ground-floor wheelchair access, disabled parking, accessible toilets and rise-and-fall worktops in Food Technology. Site accessibility and individual adjustments are reviewed in response to pupil need.

14. Mental health, wellbeing, behaviour and attendance

SEND, attendance, behaviour and safeguarding are considered together where appropriate. Behaviour is not assumed to be SEN, but staff consider whether unmet need, communication difficulty, anxiety, sensory factors or other barriers may be contributing.

The 2025–26 reports show that SEND attendance improved over time but remained below non-SEND attendance and varied significantly by year group. This remains a strategic priority. Support can include early family liaison, attendance plans, EBSA-informed approaches, adjusted hours only where appropriate and reviewed, pastoral support, multi-agency work and carefully planned reintegration.

The College is strengthening reintegration following suspension, with key adults, parent/pupil meetings, short-term plans and review checkpoints. SEND pupils are monitored to ensure sanctions and support are proportionate and reasonable adjustments are considered.

15. Transition and preparation for adulthood

Transition begins before a pupil joins the College. The SEND team liaises with feeder schools, families and relevant professionals, and transition information is prepared so staff can understand needs before September. Additional visits, key-adult support and personalised transition may be arranged.

The Bridging (Nurture) Curriculum from September 2026 supports engagement, confidence and readiness for learning while maintaining links to mainstream curriculum. At later stages, careers guidance, college links, work-related learning and transition planning support preparation for adulthood, including education/employment, independence and participation in society

Transition planning for Year 11 pupils with SEND begins during the autumn term to ensure sufficient preparation for post-16 pathways. The Local Authority attends the majority of EHCP transition reviews, supporting a clear and coordinated transition programme. This enables education, training and support arrangements to be agreed in advance and helps ensure continuity of provision.

SEND-specific destination planning forms a key part of annual review discussions, with families, post-16 providers and the Local Authority working together to secure appropriate next steps for each young person. Relevant SEND information is transferred promptly to receiving providers and, where appropriate, the College liaises directly with post-16 settings to support successful transition.

16. Looked-after and previously looked-after pupils with SEND

The SENDCO works with the Designated Teacher and safeguarding/pastoral colleagues so that SEND support, Personal Education Plans and EHC plan provision are coherent. Staff consider the interaction between SEND, care experience, disadvantage, attendance and safeguarding, avoiding assumptions that one factor explains all barriers.

17. Alternative provision and the SEND Hub

Where alternative provision is used, the College remains responsible for the pupil's education and safeguarding. From 2026–27 pathways will use clear thresholds, SMART outcomes and structured review cycles. Placements should be time-limited and outcome-focused wherever appropriate, with attendance, engagement, progress and welfare monitored and a defined reintegration or transition route.

Current Alternative and Complementary Provision

The College currently commissions a range of specialist alternative and complementary provisions to meet individual pupil needs, including:

- EdClass: 4 pupils

- Oarsome Chance: 1 pupil
- HSDC Pre-16 Programme: 5 pupils
- The Key (PRU): 2 pupils
- 1:1 Tutoring: 1 pupil

All placements are reviewed regularly to ensure they continue to meet pupils' educational, social and emotional needs and support successful engagement with learning.

The same principle applies to internal inclusion provision: support should strengthen a pupil's capacity to participate successfully in mainstream education, not create an unintended parallel curriculum.

18. Complaints, support for families and the Local Offer

Concerns about SEND provision should normally be raised first with the tutor/teacher or SENDCO so that they can be resolved quickly. Formal complaints are handled under the College Complaints Policy. Parents also have statutory routes for disagreement resolution, mediation and, where applicable, the First-tier Tribunal (SEND).

Families can access Hampshire's Local Offer and SEND Information, Advice and Support Service (SENDIASS). The College website should link directly to these services and to the College SEND Policy, Accessibility Plan and Complaints Policy.

19. How governors oversee SEND

The Full Governing Body is responsible for ensuring statutory duties are met and that SEND provision is effective. The SEND Link Governor works with the Headteacher and SENDCO to monitor provision and report to governors.

For the first 2026/27 SEND monitoring cycle, governors should also receive an EHCP compliance dashboard showing annual reviews due/completed, phase-transfer activity, whether Section F provision is being delivered in full, and any unresolved provision gaps or Local Authority actions. These data were not contained in the evidence supplied for this report and should therefore be reported separately rather than inferred.

EHCP Compliance, Provision and Outcomes

EHCP Annual Reviews

The College currently has 24 pupils with an Education, Health and Care Plan (EHCP). Of the annual reviews due, 22 have been completed within statutory timescales, with 2 reviews currently overdue and scheduled for completion. In addition, 3 pupils are undergoing statutory EHCP assessment and 3 pupils have draft EHCPs awaiting finalisation by the Local Authority.

Section F Provision

The College confirms that all Section F provision identified within current EHCPs is being delivered through a combination of school-based interventions and commissioned specialist support. There are currently no unresolved gaps in provision requiring escalation to the Local Authority. Provision is monitored through annual reviews, interim reviews and ongoing SEND quality assurance processes

Governor assurance in 2026–27 should focus on impact, not activity alone:

- Are pupils identified accurately and early?
- Is adaptive teaching typical across subjects?
- Are EHC plan requirements and SEN support plans reflected in classroom practice?
- Are interventions evaluated against clear baselines and intended outcomes?
- Are SEND attendance, suspension, progress and participation gaps reducing?
- Do pupils and families report that provision is accessible, coherent and responsive?
- Does the SEND Hub strengthen independence and reintegration rather than create long-term separation?

20. Priorities for 2026–27

- Embed Assess–Plan–Do–Review and Provision Map across all faculties.
- Strengthen early and precise identification using consistent assessment and referral processes.
- Secure typicality in adaptive teaching through CPD, coaching and faculty accountability.
- Implement the SEND Hub with clear entry/exit criteria, measurable outcomes and reintegration routes.
- Deliver the revised Bridging (Nurture) Curriculum while maintaining ambition and mainstream links.
- Strengthen alternative provision oversight through thresholds, SMART outcomes and structured review.
- Improve SEND attendance, particularly where persistent absence, SEMH or EBSA are barriers.
- Use half-termly inclusion reviews and SEND impact scorecards to evaluate progress, behaviour, attendance, wellbeing and pupil voice.
- Continue to strengthen parent/carers communication and pupil participation in reviews.

FGB assurance statement

Overall assurance: AMBER/GREEN. The College has strengthened identification, adaptive teaching, targeted intervention and impact evaluation, with clear evidence of positive progress for many pupils. The principal areas for continued governor scrutiny are Year 8–9 SEND outcomes, the remaining KS4 attainment gap, SEND attendance, the capacity and impact of the SEND Hub, reconciliation of high-needs funding, and statutory assurance that EHC plan provision and annual reviews are delivered in full and on time.

Recommended FGB action: receive the SEN Information Report; note the current SEND leadership and staffing capacity; endorse the 2026/27 priorities; and request termly assurance through the SEND Link Governor on EHCP compliance, outcomes, attendance, provision impact and funding pressures.



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Key documents and evidence base

- The Hayling College SEND Policy and Accessibility Plan.
- The Hayling College School Development Plan 2025–28.
- Headteacher Reports 2025–26, SEND & Inclusion governor update, achievement/progress reports, FFT analysis, August 2026 budget monitoring and Hampshire Futures 2025 Activity Survey.
- SEND Code of Practice: 0 to 25 years.
- DfE requirements for SEN information reports and school website publication.
- EEF: Special Educational Needs in Mainstream Schools and Five-a-day resources.
- NASEN: graduated approach, inclusive classroom and provision-management resources.

This report must be updated annually and as soon as possible when information changes during the year.