

Document

Special Educational Needs and Disabilities (SEND) Information Report

Approved by:	Board of Trustees
Oversight by:	CEO
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Relating to:	 DURHAM SIXTH FORM CENTRE

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1. Policy Introduction and Purpose Statement

- 1.1. The aim of this information statement is to explain how we implement our Special Educational Needs and Disabilities (SEND) Policy (available on our website). In other words, we want to show you how SEND support works at Durham Sixth Form Centre. If you have any questions regarding anything in this Report or anything to do with our SEND support, please contact the Special Educational Needs Coordinator (SENCo) on the contact details below in the first instance.

Contact details and key staff

Durham Sixth Form Centre	Address: Providence Row, The Sands, Durham, DH1 1SG Phone: 0191 383 0708
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Vice Principal/SEND Senior Link	Lee Bone Email: lee.bone@durhamsixthformcentre.org.uk
Special Educational Needs Coordinator	Amanda Eggett Email: amanda.eggett@durhamsixthformcentre.org.uk
Deputy Special Educational Needs Coordinator	Stephen Joel Email: stephen.joel@durhamsixthformcentre.org.uk

How do we work?

- 1.2. In our Trust and school, we have high expectations of all of our students and aim to ensure that we provide them with a high quality education and effective support so that they are able to maximise their fullest potential both academically and personally.
- 1.3. We believe in creating an inclusive learning community in which diversity is celebrated and valued, and where the needs of individual students are recognised and supported. Our learning environment recognises achievements and celebrates the successes of all young people.
- 1.4. As an integral part of our inclusion and equal opportunities agenda we endeavour to actively cater to the needs of our students with special educational needs and disabilities (SEND). We achieve this by making reasonable adjustments to teaching, the curriculum and, where possible, the school environment to make sure that students with SEND are included in all aspects of school life.
- 1.5. Our Trust and school is committed to providing high quality teaching and learning, as well as excellent support, care and guidance for all students, whilst recognising that every student is an individual who may have a variety of educational and personal needs.
- 1.6. We aim to support every student in an inclusive learning environment which provides them with the opportunity to fulfil their potential by identifying need, providing appropriate support and removing any barriers to learning.

- 1.7. We aim to encourage all students to become confident, resilient individuals who can make a successful transition into adulthood and progress to positive and meaningful destinations, including employment, further or higher education or training.

2. Admissions Policy

- 2.1. We strive to ensure equal opportunity by offering places to all applicants including those who have an Education, Health and Care Plan (EHCP) provided that they meet the minimum entry requirements and we are certain that we are able to meet individual needs and have sufficient staffing, resources and capacity to do so. For further information, please see our Admissions Arrangements which are available on our website [here](#).

How do we identify Special Educational Needs and Disabilities (SEND)?

- 2.2. All applicants and their parents/carers have a number of opportunities to declare any important information. This might include, but is not limited to, any learning needs and disabilities, if they are considered vulnerable, have a medical condition or anything else which may affect their learning. These opportunities include:
- On the initial application form.
 - During a transition interview (which parents/carers can also attend) or school visit by the DSFC team.
 - At Open Evenings, where specialist staff, including the SENCo, are available.
 - At enrolment, which again also includes a one-to-one meeting.
- 2.3. Information in relation to SEND is also collected during transition meetings which take place between our Pastoral Team and Heads of Year/Pastoral Teams in many of our partner schools prior to enrolment. This supports information gleaned from Common Transfer Files (CTF), which are sent from partner schools when students enrol at Durham Sixth Form Centre.
- 2.4. Collection of this information allows us to liaise with prospective students, their secondary school and parents/carers to ensure the study programme is appropriate, that any additional support is carefully planned and that the transition to Durham Sixth Form Centre is as smooth as possible.
- 2.5. This may also involve partnership work with external agencies. This is one of the reasons why we expect prospective students and their parents/carers to be open and honest with us about a student's additional needs at the earliest opportunity. It is important that the student or parents/carers provide evidence of need in relation to a formal diagnosis.
- 2.6. We also understand that some learner needs may only become apparent after a student has embarked upon a study programme with us. If this is the case, our subject teams will work with the student, specialist staff and parents/carers to identify and address emergent needs in situations where it is suspected that a student is having difficulty because they may have a special educational need, disability or be considered vulnerable.

How will we support your child with their special educational needs and disability?

- 2.7. Where high-quality teaching, which is differentiated and personalised, does not meet the individual needs of the young person, we will endeavour to put additional provision in place as appropriate.
- 2.8. This may include:
- Assessment of the student's needs by bringing together all relevant information from the school, from the student and from those working with the student.
 - Discussing all the relevant information gathered with the young person and their parent/carer(s).
 - Planning for an implementation of support or intervention that is designed to meet the individual student's needs and aspirations.
 - Access to the Student Support Team (e.g. SENCo, Deputy SENCo, Student Support Coordinator, Student Support Mentor, School Counsellor or the Health & Wellbeing Officer).
 - Offering one-to-one support in the SEN Learning Hub (e.g. working with the Student Support Mentor).
 - Access to in-house counselling and mentoring services.
 - Testing for, and implementation of, any approved access arrangements for examinations (e.g. extra time, word processors, coloured overlays, larger font, reader or scribe).
 - Assistive technology e.g. the use of a word processor in class and for examinations.
 - Access to a quiet area.
- 2.9. Please refer to the full SEND Policy, available on our website [here](#), for further information.

How will the curriculum be matched to your child's needs?

- 2.10. At Durham Sixth Form Centre, we offer a broad curriculum with a number of different study programmes which we believe should meet the needs and ambitions of all of our students. However, students must opt for three [Level 3 courses and Core](#) in order to be classified as a full time student.
- 2.11. We are able to offer students flexible, bespoke study programmes within which they can combine A-level, BTEC, AAQs and other Level 3 courses, enabling them to follow an individualised programme which is most suited to their needs, ability and future outcomes.
- 2.12. We are also committed to providing high-quality, inspirational teaching and learning for all students; this is Quality First Teaching that each student will receive from their subject teacher and may include some very minor adaptations to match the specific needs of individual students.

How will we know my child is progressing?

- 2.13. We provide updates through termly progress indicator letters and subject consultation evenings in both Year 12 and Year 13, as well as at Review Meetings with students, where appropriate. If reviews show a student has made progress, they may no longer need the additional provision made through SEND support. For others, the targets, strategies and provisions may need to be revisited and refined.
- 2.14. Parents and carers can contact a young person's Progress Tutor or Pastoral Support Manager by email or telephone to discuss any issues or concerns at any time.

What support will there be for my child's/young person's overall wellbeing?

- 2.15. We pride ourselves on the support which we offer students and are equally as interested in their personal welfare and development as their academic welfare.
- 2.16. Students with SEND are encouraged to be part of enrichment activities, including the Student Executive.
- 2.17. Each student is assigned a Progress Tutor who plays a key role in providing one-to-one guidance and intervention, delivering a carefully structured tutorial programme (the CORE programme), providing support with progression plans and next steps, and supporting students through the many challenges and opportunities that come with post-16 education and life as a young adult.
- 2.18. In addition, our Pastoral Support Managers have a similar role to a Head of Year and they will be available to help and support students throughout their time at Durham Sixth Form Centre.
- 2.19. Our Health and Wellbeing Officer's main role is to offer a confidential advice and information service to students, on any health and well-being issue. There are various forms of confidential counselling available through Durham Sixth Form Centre - including via external agencies.
- 2.20. Durham Sixth Form Centre does not tolerate bullying and/or peer-to-peer abuse. If a student feels that they or others are being bullied, harassed or discriminated against, they should report it to a member of staff as soon as possible. Any abuse involving students with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENCo (or deputy). All reported incidents will be investigated, dealt with accordingly and logged.

What specialist services and expertise are available at or accessed by the school?

- 2.21. Where the student's needs are not being met by the strong, evidence-based support provided by Durham Sixth Form Centre, specialist help will be sought from, for example, general practitioners, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services and supported employment services.
- 2.22. If despite Durham Sixth Form Centre having taken relevant and purposeful action to identify, assess and meet the needs of a student, the student is still not making the expected progress, we or the young person will consider requesting an EHCP needs assessment. At all points of this process both the student and parent/carers will be kept informed.

How are staff trained regarding SEND?

- 2.23. Ms Amanda Eggett is the SENCo and holds the national accreditation for SEND co-ordinators. In addition, she is a qualified teacher.
- 2.24. Mr Stephen Joel is the Deputy SENCo. He is currently undertaking the NPQ SENCo qualification, and is a qualified teacher.
- 2.25. We provide timely and ongoing professional development as is relevant and appropriate for all staff, ranging from new staff induction through to specialist training to ensure that teachers meet the needs of students with SEND.

What activities outside the classroom will there be?

- 2.26. At Durham Sixth Form Centre, we believe that education extends far beyond the classroom.
- 2.27. Enrichment activities play a vital role in shaping well-rounded individuals by offering a balanced and culturally enriching education that deepens students' learning experiences.
- 2.28. Engaging in these activities not only fosters personal growth but also empowers students to explore a broad range of skills, interests, and passions that support both their academic and professional development.
- 2.29. The school has a vast range of enrichment activities. Our comprehensive enrichment programme provides access to a variety of clubs, societies, and committees at DSFC, along with additional opportunities for national and international trips, work experience, events, competitions, and lectures.
- 2.30. Trips and extra-curricular enrichment activities are open to all students, subject to risk assessments and funding.

How accessible is the school environment?

- 2.31. The oldest and main part of Durham Sixth Form Centre's buildings is over one hundred years old and access to the first floor is via two original staircases. Although it is not possible to make adaptations so that all of Durham Sixth Form Centre is fully accessible, reasonable adjustments have been made to the building to accommodate students with accessibility needs. Further details are included in our Accessibility Plan.
- 2.32. Wherever possible, Durham Sixth Form Centre is committed to ensuring that all subjects and curriculum routes are accessible to all students and will make reasonable adjustments to the curriculum plan and individual study programmes to accommodate students with sensory or physical needs.

How are the school's resources allocated and matched to young people's special educational needs?

- 2.33. On an annual basis we will review the needs of our SEND students and allocated resources including staffing and consider the strategic approach to meeting their needs in the context of the total resources available.
- 2.34. Where high needs funding is required an application will be made to the appropriate Local Authority which is based upon the additional needs of the student. The Chief Operating and Finance Officer will ensure that the applications are appropriate and any funds received are spent accordingly.

How is the decision made about what type and how much support your child/young person will receive?

- 2.35. Where a student is identified as having a special educational need, support is delivered through successive rounds of a 4-part cycle known as the Graduated Approach.
- 2.36. We will assess the student's needs, plan for it, provide intervention to support with the removal of any barriers to learning and review the impact on the student's progress towards their outcomes, as outlined below:
- We will assess a young person's needs at interview, upon enrolment, and as they arise throughout the year, if applicable.

- We will plan the provision to support meeting the outcomes in their Student Profiles and EHCPs, including the commitment of associated funding, where appropriate.
- We will put the provision in place to support meeting those outcomes.
- We will review the support and progress at Subject Consultation Evenings, following the publication of Progress Indicator Levels, mock examination results, and external examinations, as well as at annual Review Meetings, where appropriate.

2.37. At Review Meetings, we will:

- Discuss with the student and parents/carers the impact and success of the intervention and support.
- Consider the student's progress and any changes to their ambitions and aspirations.
- Plan for any changes to the type and level of support as assessed from the evidence, as the need arises.

How will I be involved in my child's education?

- 2.38. Our school puts the student and their parents/carers at the heart of all decisions made about special educational needs provision.
- 2.39. We engage in regular communication with the parents and carers of students with SEND. Each student identified as having a Student Profile or EHCP has a Progress Tutor, who provides enhanced pastoral support and will communicate with parents/carers as well as the SENCo and Deputy SENCo as and when necessary to do so.
- 2.40. Review Meetings to discuss progress are held in line with statutory guidance including the [SEND Code of Practice](#). These conversations ensure that everyone develops a good understanding of the student's areas of strength and difficulty, that we are aware and take into account any concerns that parents or carers have, that everyone understands the agreed outcomes sought for the student and that everyone is clear on the next steps.
- 2.41. Parents/carers should inform the school if they have any concerns about their child's progress or development.
- 2.42. Parents/carers are also encouraged to attend Subject Consultation Evenings (SCEs) to discuss student progress with teaching staff.

My child is going to be starting or leaving soon, how will you help them?

- 2.43. At Durham Sixth Form Centre we recognise that, whilst it can be very exciting to embark on a new learning journey in a new environment, for some students the transition can be quite a challenge.
- 2.44. In order to support students with SEND to make a positive transition to Durham Sixth Form Centre, we offer a range of support including:
- We provide opportunities for students and their parents/carers to talk with the Student Support Team at Open Evenings.
 - We offer either a one-to-one interview (which parents/carers can also attend) or a school visit by the school team. This provides opportunities where students with SEND can inform us of, and discuss, their individual needs.
 - Where we are aware of student needs in advance, we make provision for one of our Student Support Team to attend one-to-one transition interviews.

- We provide additional support for SEND/vulnerable students at our annual taster day.
- We organise separate support meetings with a member of the Student Support Team to discuss any individual needs, if required.
- We can attend, if appropriate, Review Meetings from Year 11 onwards for students with an EHCP who are seriously considering Durham Sixth Form Centre as their next step and who are on track to achieve grades which meet our entry criteria (please see our website [here](#)).
- We can provide opportunities which enable students with SEND or those considered vulnerable to familiarise themselves with the environment and gain some experience of daily life here through smaller transition events led by the Student Support Team.
- Where necessary we can organise separate support meetings with a member of the Student Support Team to discuss any individual needs.

- 2.45. We also recognise that some students with SEND or those considered vulnerable may need additional support with transition to higher education, apprenticeships or employment. They may also need support in securing relevant experience to make such transitions. We will make this explicit in their planning and support.
- 2.46. All students with SEND have a Progress Tutor who supports each student with their progression plans. In addition, our Progression Manager works closely with the SENCo and takes responsibility for working with students with SEND to provide additional support for them with their next steps.

Students with Education, Health and Care Plans

- 2.47. We recognise that it is important to carefully plan transition for students who have complex needs. We work in partnership with the Improving Progression of Young People Team 13-25 and partner schools to ensure that we are able to fully meet the needs of students with an EHCP.
- 2.48. The Plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought. In addition to our transition support outlined above, we expect that a prospective student with an EHCP would:
- Attend transition events i.e. Open Evening in April Year 10 and/or October Year 11.
 - Make a formal application to Durham Sixth Form Centre and meet relevant entry requirements.
 - Meet with our SENCo to discuss possible options and the support required.
 - Invite our SENCo to attend the Year 11 EHCP Review Meeting, to discuss the outcomes and support required.
- 2.49. We are committed to attending these meetings to ensure that the support and staffing are in place to fully implement the EHCP and ensure that students can make a successful transition to Durham Sixth Form Centre.

What support is in place for looked-after and previously looked-after students with SEND?

- 2.50. The Designated Teachers (DT) at the school are the Assistant Principals (Year 12 and 13) and the Delegated Teachers (Delegate) are the Pastoral Support Managers. They will work with our SENCo to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.
- 2.51. Students who are looked-after or previously looked-after will be supported much in the same way as any other student who has SEND. However, looked-after students will also have a Personal Education Plan (PEP). We will make sure that the PEP and Student Profiles or EHCP are consistent and

complement one another.

How does Durham Sixth Form Centre evaluate the effectiveness of SEND provision?

- 2.52. Steps taken to monitor and evaluate our SEND provision include:
- Seeking and responding to feedback from students, parents/carers and staff, including during reviews of Student Profiles/EHCPs.
 - Reviewing the impact of interventions.
 - Work scrutiny, learning walks and lesson observations.
 - There is a named member of the Senior Leadership Team that line manages the SENCo and strategically leads the school's SEND provision.
 - Quality assurance of SEND provision including progress against targets and scrutiny of progression and results data by the Senior Leadership Team, Governors and Trustees and external specialist services.
- 2.53. In our pledge to support parents/carers, we have clearly presented information about our SEND offer. This can be found as part of Durham County Council's Local Offer found at Families Information Services website: www.countydurhamfamilies.info.

What should I do if I have concerns?

- 2.54. We welcome your feedback and hope that the information above shows that there will be regular and ongoing opportunities to discuss how your child is progressing.
- 2.55. If you have any concerns then please do contact our SENCo directly (email: amanda.eggett@durhamsixthformcentre.org.uk / phone: 0191 383 0708).
- 2.56. If you are dissatisfied with the outcome of any initial complaint, please then contact the Principal or follow the Complaints Procedure, which is available on our [website](#).
- 2.57. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

3. Record Keeping

- 3.1. This Statement will be reviewed and approved by the Trust Board at least annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

4. Appendix A: Types of SEND 2025-26

Education, Health and Care Plan		Special Educational Need and Disability	
8		80	
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
55	18	36	15

Please note:

- The information listed above was accurate at the time of publication.
- Students may be counted in more than one category.
- This section will be updated annually

APPROVED



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