

BACKGROUND

This SEND Information report focuses on the academic year 2024-2025 and includes the first term of the academic year 2025-2026. It is an analysis of the SEND (Special Educational Needs and Disability) provision for our GCSE and A-level students. The SEND category includes those with SEMH (Social Emotional Mental Health) needs, which was a separate category in reports prior to January 2022.

DAVID GAME COLLEGE IS AN INDEPENDENT BOARDING AND DAY EDUCATIONAL INSTITUTION WITH AN INCLUSIVE ETHOS

What kinds of SEND are provided for?

As a College with an inclusive ethos we currently provide additional and/or different provision for a range of needs, including the 4 broad areas of need identified in the current SEND Code of Practice:

- **Communication and Interaction**, for example, autistic spectrum, speech and language difficulties;
- **Cognition and Learning**, for example, dyslexia, processing difficulties;
- **Social, Emotional and Mental Health Difficulties**, for example, Attention Deficit Hyperactivity Disorder (ADHD), Obsessive Compulsive Disorder (OCD);
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, diabetes.

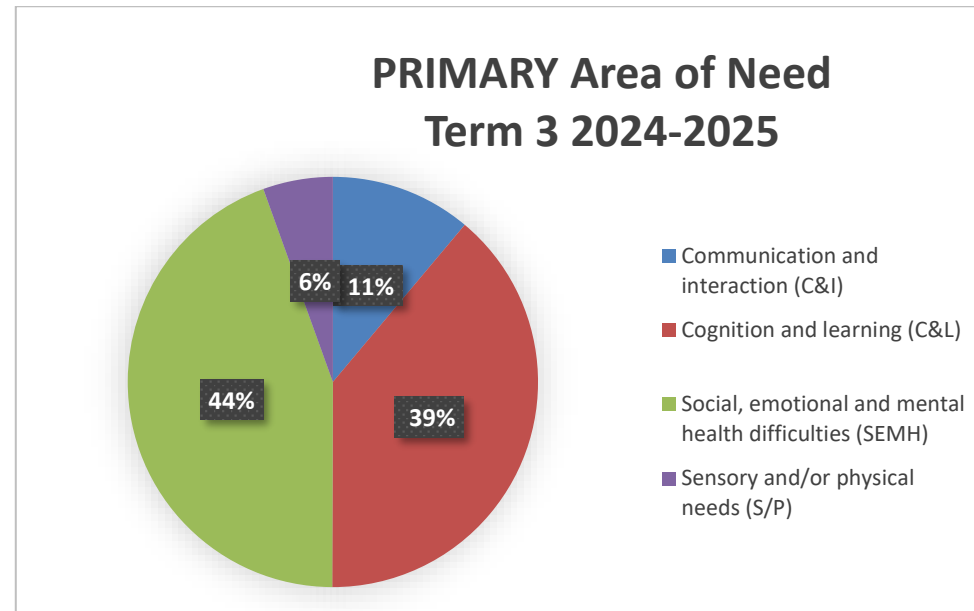
As an independent setting, we do not have to adhere to the current SEND Code of Practice. However, we are strongly influenced by the best practice set out within the code.

How many young people in the college have special educational needs and how have their needs influenced the College's SEND provision?

The SENCo compiles and shares the SEND Register with staff, at least once per term. The SEND Register has 3 categories: *SEN Support*, *Monitoring* and *Access Arrangements without SEND*. The Register evolves throughout the academic year, as students are moved from *Monitoring* to *SEN Support*. Each student is categorised by their Primary Need, which correlates to one of the 4 broad areas of need listed above. At the

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end of Term 3 in the academic year 2024-2025 there were 45 students on the SEND Register for SEN Support and their primary needs were categorised as follows:



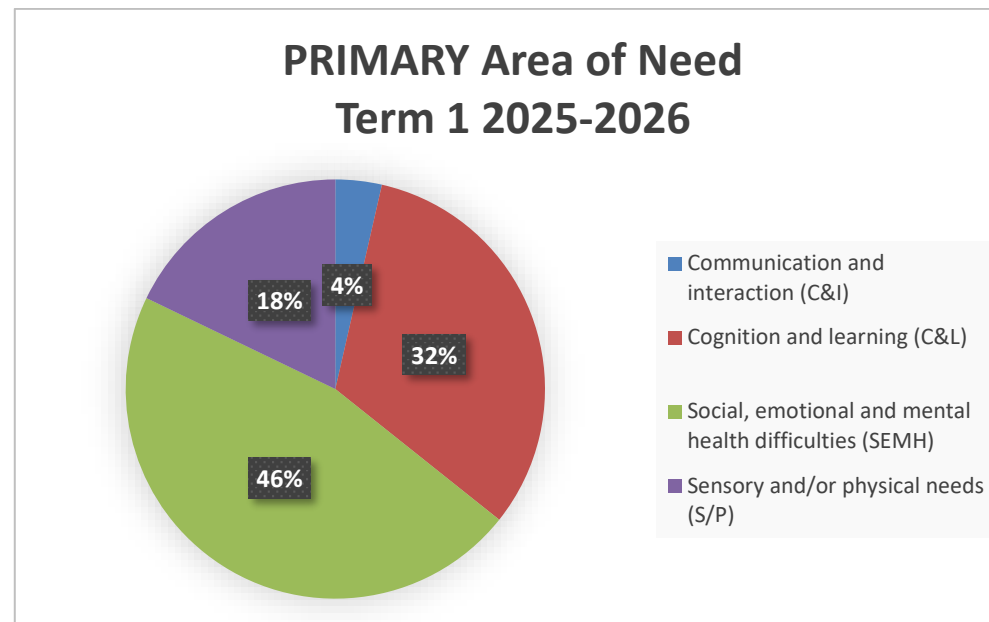
In line with previous years, *Social Emotional Mental Health (SEMHH)* and *Cognition and Learning* are the dominant needs. The SEMHH category, which includes those with a diagnosis of ADHD, remains the largest. With this in mind, we have renewed our contract with the Metanoia Institute, who offer their school counselling service, *Here 4 You*, on-site, 2 days-a-week. Rita Moran is Metanoia’s School Counselling Liaison Officer, and she has selected Penka Mincheva and Jean Roberts to work with our GCSE, A-level and UFP students on Tuesdays and Wednesdays. Counselling referrals can be made to the SENCo and Mental Health Lead.

Due to a decreasing number of students with *Communication and Interaction* as their primary need, we were unable to run our informal lunchtime Social Group last academic year, due to lack of demand. Other students receiving SEN Support helped the SENCo prepare for Neurodiversity

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Celebration Week in March 2025. Our activities included a student-led assembly, which also involved a member of staff talking about their own experience of growing up with a neurodevelopmental condition.

At the end of Term 1 of the academic year 2025-2026 there were 30 students on the SEND Register for SEN Support. 22 students were on the MONITORING list. Primary needs for confirmed SEN Support were categorised as follows:



As *Cognition and Learning* remains a dominant category, the SENCo works closely with the Academic Skills Lead, Mr Alan Kelly. During 1-1 SENCo check-in sessions, individual needs are identified, and referrals are made for academic skills support in specific areas, such as study scheduling, essay writing and exam strategies.

Due to an increasing number of students with physical needs, due to a medical condition, the SENCo continues to liaise with the College Nurses.

During the summer exam season in 2025, the JCQ Inspector praised the quality of our access arrangements record keeping. The SENCo completes Access Arrangements Update training each academic year.

How does the College know if students need extra help?

At David Game College, students are identified as having SEND through some of the following methods:

- Liaison with previous school or college
- Review of external assessment reports
- Student performing below ALIS or YELLIS (baseline tests completed at the start of the academic year) expected grades or equivalent
- Other concerns raised by teachers: for example, if behaviour or self-esteem is affecting performance
- Concerns raised by parents
- Concerns raised by student (there is an open door policy and students are encouraged to self-refer)
- Referrals from subject teachers
- Concerns raised by a personal tutor or academic mentor: e.g. in every class the same issues are affecting performance
- Liaison with external agencies: e.g. for a physical or sensory issue, speech and language issue, depression and anxiety disorders
- A Local Authority EHCP (Educational Health and Care Plan) with the student's needs clearly identified

When required, the SENCo uses tools for standardised assessment, such as EXACT, DASH, and KTEA-3 diagnostic tests. The College SENCo is a specialist teacher-assessor with level 7 post-graduate qualifications in Psychometric and Educational testing (CPT3A), and an MSc in the Psychology of Education.

How do I raise concerns if I need to?

Talk to us – contact your child or ward's personal tutor or teacher initially. If you feel that you would like to contact a senior member of staff, please email the SENCo (Special Educational Needs Coordinator), Ms Anne Lewis: senco@davidgamecollege.com or Mr John Dalton (Principal): j.dalton@davidgamecollege.com. Alternatively, call +44 (0)20 7221 6665. Appointments can also be arranged in person when at the College.

How will the College support a student's academic progress?

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The subject teacher will oversee, plan and work with each student in their class to ensure appropriate progress is made in every area. The subject teacher will meet with parents and guardians formally during parents' evenings in order to discuss progress and the support they are receiving. These are scheduled twice per year, once in the autumn term and once in the spring term. This is an opportunity for parents/guardians to meet teachers and Personal Tutors. Our Head of Admissions will email parents/guardians to make appointments near the time. If parents are unable to attend, alternative days to meet teachers may be organised. Similarly, if parents are living abroad a virtual meeting can be arranged.

Class teachers are always happy to discuss your child or ward's needs, if you have any questions or concerns between formal meetings. Please contact reception, or the Head of GCSE or A-level to arrange this.

The SENCo oversees progress, together with the Heads of Year, Subject Teachers Academic Mentors (A-level) and Personal Tutors (GCSE) of any identified as having SEND. We aim to establish / reconfirm normal ways of working as soon as possible upon receipt of appropriate evidence, such as assessment reports or evidence from the previous setting, such as a Joint Council for Qualifications (JCQ) Form 8. Normal ways of working, such as using a laptop or extra time, have the most impact on academic progress, when they are established at an early stage of the course. An appointment can be made with the SENCo to discuss support, exam access arrangements and other 'reasonable adjustments' to the curriculum in more detail, if required. Access arrangements will be discussed between parents, students and staff (Exams Officer, Personal Tutor, Subject Teacher and SENCo) on a regular basis. We prioritise seeking the views of young people with SEND before any key decisions are made. **We strictly adhere to current Joint Council for Qualifications (JCQ) guidelines for Access Arrangements and Reasonable Adjustments.**

During the 2025 summer exam season, 46 candidates were granted exam access arrangements. This figure includes 6 external students, and 3 internal students granted access arrangements for needs unrelated to SEND, such as teacher referrals for illegible handwriting. In summer 2024, 58 candidates were granted exam access arrangements and in Summer 2023, the total was 48.

How will the College support a student's wellbeing?

As an inclusive College we hold the pastoral, medical and social development and support available to students with SEND as a high priority. We have clear policies and procedures in place to support all student well-being, and particularly those students who may be vulnerable and potentially at risk in some way, for example from bullying. The related supporting policies signposted at the end of this report.

While the subject teacher has overall responsibility for the pastoral, medical and social care of every student in their class, the Safeguarding Team, including the Heads of GCSE and A-level, the SENCo, the Mental Health Lead, the Head of Boarding, Head of Welfare, and the College Nurses, collaborate with teachers, tutors, house parents and the College Counsellor to provide the necessary support and care as required. Specialist external referrals can also be made when deemed necessary.

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For a detailed breakdown of how the College manage medical care, please see the relevant policy on the College's website.

The SENCo works alongside the Mental Health Lead and College Counsellor. There is a tiered system of support. The Mental Health Lead, Ms Lisa Maloba, is the first point of contact for students experiencing SEMH issues. She is a Mental Health First-Aider, and she has a booking system for 1-1 student support appointments. Referrals to the College Counsellor, Ms Rita Moran, are discussed at weekly meetings. The SENCo co-ordinates the schedule for the Counsellor, and there is a rolling waiting list in operation. Any safeguarding concerns are recorded on the My Concern portal, operated by the Safeguarding Company.

The SENCo is a Deputy Safeguarding Lead. As part of this role within the Safeguarding team, she highlights and helps to support any special educational needs, which may have an impact on the wellbeing of a vulnerable boarding or day student.

What support will there be for a student to maintain their attendance and behaviour?

Our attendance policy stipulates how every child's attendance is monitored and how absences and lateness are recorded and reported. The Attendance Officer liaises with Heads of Year, the SENCo, Subject Teachers, and Personal tutors for students on the SEND Register.

Significant behaviour difficulties are overseen by the Heads of Year and Head of Welfare. Individualised plans identify the specific issues, put the relevant support in place and set targets with a view of identifying and addressing the underlying reasons behind the behaviour.

In addition, students are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey. All students are provided with the opportunity to be voted onto the Student Council, as well as hold other positions of responsibility, by their class, clubs or subject teachers.

How accessible is the College environment?

Our College has adopted an accessibility policy where most areas of the College are accessible by wheelchair. Ramps are provided by the lower entrance as well as a lift. The College installed a disabled stair lift in August 2021 to help transport disabled people up the stairs in the corridor that connects the canteen atrium to the main entrance. This investment was part of our College Development Plan. Accessible toilets are also available near the lifts. A hearing or mobile loop is not available, please discuss this further if required.

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How will the curriculum be differentiated to match a student's needs?

The College is committed to ensuring that all students receive high quality teaching, which is differentiated and personalised within small groups. We offer a broad and balanced curriculum and we can create adapted timetables for students with SEND.

All learning activities within the class are planned and differentiated at an appropriate level, so that all students are able to access learning according to their specific learning styles and needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated.

The subject teacher, alongside the SENCo will discuss a student's needs and what support will be appropriate. For example, students with SEND will have access to appropriate resources needed in order to help them make progress e.g. an exam-mode laptop for tests and word-banks in the classroom.

Our Sabrewing AI programme for GCSE students offers adaptive learning, which is personalised for each student.

How do we evaluate the effectiveness of our provision for students with SEND?

We continuously monitor the impact of provision on student outcomes. We consider academic progress based on national and international expected levels and natural aptitude (established during our ALIS/YELLIS base-line tests and enrolment interview, as well as previous achievements).

In the 2024-2025 academic year, 16% of the GCSE exam cohort received SEN Support. 90% of those students achieved grades 9-4 and 60% achieved grades 9-7, which is well above the national average. 38% of the A-level exam cohort received SEN support, including many with complex needs. This group performed less well at A* and A but obtained better middle grades than the rest of the cohort.

We also monitor the achievement of students with SEND compared with their peers, at distinct APs (Assessment Points) throughout the year, which are marked on the College calendar. Each AP result is then reviewed by the student, their Academic Mentor personal tutor, the subject teacher and if necessary (when targets are not met) by the Heads of GCSE or A-Level, the SENCo and Mental Health Lead. Through verbal

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feedback from the student, the parents or guardian, subject teacher and any external agencies involved, a bigger picture is drawn. Every student is given the opportunity to reflect on their progress and support requirements through an individual meeting with their Academic Mentor / Personal Tutor, after the Autumn and Spring term reports.

The SENCo, Heads of GCSE and A-level, and class teachers have regular discussions about individual students. Other methods of evaluation include:

- Senior Leader learning walks
- SEND lesson observations – a 360-approach involving student feedback

Students may be taken off the SEND register when they have made sufficient independent progress to cope with and improvise regarding their own needs without needing support from others. This would be done in consultation with the student and relevant staff, leading them to be reclassified as MONITORING.

At the September 2025 INSET day, the SENCo briefly informed staff that the MONITORING section of our SEND Register, reflected some of the positive practice highlighted in the Inclusion in Practice initiative's Emerging Insights report (July 2025). This academic year we will use the five emerging principles of promising practice, identified in Inclusion in Practice's call for evidence, to audit our SEND provision as a whole.

1. Knowing children well, early and often.
2. High quality and evidence-informed teaching practice.
3. Coherent and expert targeted support.
4. Strengthening inclusion through relationships and partnerships.
5. Inclusion as a strategic and shared responsibility.

We believe that focusing on these 5 key areas will help us improve our SEND practice within our wider vision of inclusion.

At the end of the academic year, we obtain qualitative feedback from students (including those with SEND) who have accessed the counselling service. Please see an example of a student testimonial below:

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I'm writing to express my sincere gratitude for the support and guidance Rita offered me during what was a particularly stressful period. Rita's patience, empathy, and insight made a genuine difference, and I truly appreciate the time and care Rita gave. The conversations we had helped me gain clarity and feel less alone in navigating everything I was going through. FIRST YEAR A-LEVEL STUDENT

We also send out surveys to students on the SEND register, and their parents and carers, with the aim of enhancing our SEND provision.

How can parents/guardians support learning?

As mentioned, here are various opportunities to discuss a student's progress. Parents or guardians are welcome to make an appointment to meet with either the subject teacher, SENCo, Mental Health Lead, Head of Year or Personal Tutor at any time throughout the year and discuss how the student is getting on. We can offer advice and practical ways that can help parents or guardians to support a student at home.

Students who have an EHCP have termly target review meetings. The learning conversation and comments made against each of the student's targets during these meetings also provide suggestions as to how a parent or guardian can support a student's learning at home and a copy of this discussion is given to parents or guardians afterwards for their records. A formal annual review meeting is scheduled for students with an EHCP to discuss a student's progress and a report is subsequently written to record this meeting. We did not have any students with EHCPs last academic year.

How does the College know how well a student is doing?

As a college, we track and analyse the students' progress in learning against teacher, national and international expectations as well as our baseline aptitude tests (ALIS and YELLIS) on a half-termly basis.

The subject teacher continually assesses each student and notes areas where they are improving and where further support or revision is needed. These AP (assessment point) results are published via the student and parental portal roughly in the middle of each month.

Student can discuss their ongoing progress with their Personal Tutor (GCSE) or Academic Mentor (A-level).

Where specific needs are apparent, the College has a range of assessments, EXACT, DASH, and KTEA-3, which can be used to explore a student's strengths and difficulties in more depth. These will be administered by the SENCo.

How are students included in activities outside the classroom, including college trips?

All students are included in all parts of the College curriculum and we aim for all students to be included on trips. We provide the necessary support to ensure that a trip is successful and may discuss this in advance. It may be appropriate for a carer or assistance dog to accompany a student on a trip, depending on the student's individual needs.

Risk assessments are carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to partake in an activity, then alternative activities that will cover the same curriculum areas will be provided within the College environment, wherever possible.

A variety of clubs and social clubs are provided. Mr Alan Kelly, Head of Academic Skills and Innovation, coordinates extra-curricular activities. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

Some students find lunchtimes challenging. Depending on their needs, it might not be appropriate for them to eat in the canteen with a large number of other students or spend long periods of time outside the premises. Supervised study sessions in the library could be an alternative. Each student's individual needs are discussed and considered on an individual basis by all members of the team.

How are students prepared and supported by the College when transferring to a new setting?

When students with SEND arrive at our College, we have additional meetings to discuss individual needs and familiarise the student with the College. We encourage students to visit other new settings and make direct contact with the Learning Support team prior to starting. Liaison with the staff at the new setting is a priority. We ensure all relevant paperwork is passed on and all needs are discussed and understood. The transitions of students with an EHCP are achieved through a transition planning meeting to which both settings are invited.

How are students with SEND prepared for adulthood?

Preparing every student for life after GCSE and A levels is very important to us so each student is given a personalised programme of support. Most students go on to a university of their choice, but a few decide that they may wish to enter apprenticeship programmes and we support

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them in this career choice. The SENCo works with the following members of staff to manage individual pathways for students with SEND: UCAS / Careers Lead, Head of A-level, Head of GCSE and Head of Boarding.

In terms of access arrangements, we actively promote technological access arrangements, such as the use of a laptop / word processor for typing or as a computer reader. When compared with human readers and scribes, these technological arrangements more accurately reflect the 'reasonable adjustments' which are available in the world of work.

What additional specialist services and expertise are available or accessed by our College?

Our SENCo and Senior Leaders have very significant teaching experience, together with relevant specialist qualifications which allow them to effectively carry out their collective responsibilities. Our Mental Health Lead has also undertaken specialist training.

Within our College we have a culture of sharing good practice and expertise which enables us to ensure our staff have as much knowledge as possible within the field of supporting students with SEND.

The environment is designed to support students with individual needs, e.g. visual resources, notes and handouts, vocabulary banks and writing frames, individual workstations, mind mapping training, and so on.

As a College, we work closely with a counsellor to offer counselling at our premises. We can also assist with referrals to external professionals, such as educational or clinical psychologists, when a diagnostic assessment is deemed necessary. This is in addition to psychometric assessment services offered in-College by the SENCo. Other external agency support is available and includes liaison with GPs, CAMHS (Child and Adolescent Mental Health Services), paediatricians, speech and language therapists, occupational and physiotherapists, social workers and other specialists depending upon individual need and circumstance.

How are young people who are looked after by the local authority and have SEN supported?

The Senior DSL, Ms Nedaa Belal, has responsibility for Looked after Children. We have not had any looked after children this academic year. Looked After Children with SEND are supported in the same way as others with SEND alongside a PEP (Personal Education Plan). When a child becomes looked after, their social worker ensures that required services to meet their needs are documented in the Care Plan. The Care Plan – including PEP – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for the child to fulfil their potential, reflecting any existing education plans, such as an EHCP. The PEP is the joint responsibility of the Local Authority and College, and it emphasises a personalised approach to learning.

What training opportunities are there for staff supporting students with SEND?

We aim to ensure that we have a variety of skills among our staff body, in order to support students in the best possible way. Specific training includes: INSET day training delivered by the SENCo and Mental Health Lead, SEND observations by the SENCo. Internal training is provided on accessing the student's data on School Base, our student information system.

Has the SENCo undertaken the necessary training?

The SENCo has many years of teaching experience after gaining her PGCE in Secondary English with QTS in 2009. As well as Level 7 qualifications in Psychometric Assessment for Access Arrangements, she has an MSc in the Psychology of Education. In November 2021, the SENCo obtained the National Award for SEN Coordination (NASENCo), which is a postgraduate certificate.

Who can be contacted for further information? *Please contact the reception in the first instance, if you are unsure of who to contact.*

- SENCo (Ms Anne Lewis): senco@davidgamecollege.com
- Head of GCSE, Ms Nedaa Belal: nedaa@davidgame-group.com
- Head of A-Level (Acting), Mr Alan Kelly; Deputy Head of A-level, Mr Chris Demasi
- Designated Safeguarding Leads (DSLs): Ms Nedaa Belal; Mr Remi Ferguson
- Prevent Officer and Deputy Safeguarding Lead (DDSL), Mr John Dalton (Principal): j.dalton@davidgamecollege.com
- Deputy Safeguarding Leads (DDSLs), Ms Anne Lewis (SENCo) and Remi Ferguson Head of Welfare and Pastoral Care
- Mental Health Lead, Farida Mohammadi
- Remi Ferguson, Head of Welfare and Pastoral Care: r.ferguson@teach.davidgamecollege.com
- Alan Kelly, Head of Academic Skills and Innovation: a.kelly@teach.davidgamecollege.com
- Exams Officer, Hussaina Choudhury: exams@davidgamecollege.com
- Head of Boarding, Angela Williams: a.williams@boarding.davidgamecollege.com

Who should be contacted if you are considering whether a student should join our College? Komal Mirani:

admissions@davidgamecollege.com

Useful Links:

The local SEND offer for City of London:

<https://www.cityoflondon.gov.uk/services/children-and-families/local-offer>

(IPSEA): <https://www.ipsea.org.uk/>

JCQ Access Arrangements and Reasonable Adjustments 2025-2026:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

This information report should be read in conjunction with other relevant David Game College policies including:

The SEND Policy, The Equality and Accessibility Policy, The Mental Health Policy, The Anti-Bullying Policy, The Behaviour Management Policy, The Educational Visits Policy and the EAL Policy:

This Report is reviewed annually by the SENCo and Principal.



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