

SEND Information Report 2016/17

This SEND information report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and disabilities (SEND) to ensure all students fulfil their potential, make outstanding academic, social, emotional progress and develop their independence. Provision is personalized to the learner and may change and develop over time.

The information required to be included in this SEND information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEND information report. This can be found at:

[http:// www.legislation.gov.uk/uksi/2014/1530/schedule/1/made](http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made)

Mission Statement

Tavistock College is a fully inclusive LA maintained school in West Devon. At Tavistock College, all pupils no matter of background, ability, gender or culture are valued equally. The College is committed to developing Inclusive Excellence as all students are entitled to have access to a broad, balanced and challenging curriculum, which is differentiated and personalised to meet student's needs. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all members of our community.

We therefore intend.....

- To have regard to the Code of Practice on the identification and assessment of special educational needs.

- To follow the guidelines laid down by the Devon Education Authority
- To work in partnership with the child, parents/carers, all staff, governors and outside agencies
- That class teachers will use a range of differentiation and modified learning techniques to provide effective learning opportunities for all pupils.
- Where a child is identified as not making adequate progress provision that is additional to or different from that provided as part of the schools universal will be given. Depending on pupil progress students will receive an increased level of support based on or SEND graduated response.
- To recognise the importance of early identification through a range of assessment methods.
- Where a child is identified as having a special educational need a Student Information Sheet/Passport or Individual Learning plan (ILP) will be drawn up and disseminated to staff members. SMART targets are reviewed and monitored by class teachers and the SENDCo and information/strategies for learning are shared via class plans.
- Improve and enhance self-esteem and self-perception by appropriate target setting.
- To use a variety of complementary approaches to support the child and teacher with modified and differentiated practise.
- To demonstrate fully Inclusive Practise
- To endeavour to use all resources appropriately and efficiently
- To diminish the gap between the child and their peers by;
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

The Role of the Inclusion support team;

1 x Special Educational Needs Coordinator (NA for SEND provision 2013 and Specialist assessor)

1 x DIW (Deaf inclusion Worker)

1 x Assistant SENDCo

9 x Teaching Assistants (4 X FT, 5 X PT)

1 x SEND administrator

Accessibility; Tavistock College is fully wheelchair accessible; we are an auditory and visually impaired friendly campus. College Policies are available on the College website including SEND, Safeguarding, Accessibility, Behaviour for Learning and Equality and diversity.

Parent/carers/carers support/involvement/liaison;

Children with SEND work closely with the SENDCo , teaching assistants and outside agencies. All information regarding pupils SEND is shared with Parents/carers. We hold Annual review meetings with Parents and carers across the year.

Quality First Teaching model

Tavistock College teachers strive to provide high quality teaching to all of our students. Teachers prepare lessons which support the learning and progress of all students through a variety of innovative and creative teaching and learning strategies and techniques. Faculties are responsible for their curriculum and teaching staff differentiate their teaching and resources to suit the needs of all learners.

The national guidance from the SEND Code of Practice is clear in its anticipation that High quality teaching is differentiated and personalized and will endeavour to meet the individual needs of the majority of students. This means that all teaching staff at Tavistock College strives to deploy effective strategies, identify and support vulnerable pupils, not just the SENDCo (Mr J Mifsud) and school improvement staff.

Staff access to regular training opportunities to improve their knowledge, skills and understanding, including regular CPD sessions on a variety of educational concerns including SEND issues.



Tracking and Monitoring Pupil Progress

All students, including those with SEND, are assessed on a regular basis in accordance with the College's assessment policy. Teachers assess through formative and summative assessment to review progress which is communicated to parents/carers by a short/full report that is sent home. Additionally, parents evenings and meet the tutor evenings are held on regular occasions when there is an opportunity to discuss progress, attainment next steps. All students with an Education, Health & Care Plan have an Annual review. SEND students who are on the SEND register will also have a termly review.

We welcome the involvement of parents/carers and want to keep you updated and involved with your child's progress. We do this through parent's evenings, notes in planners, communication books, email, telephone calls, Appointments with lead members of staff and individual teachers.

The College provides information for parents through newsletters, information on the College website and twitter page, open/information days, letters home, Student Information Sheets and Individual Learning Plans.

Identifying SEND

Students that are transferring to Tavistock College may already be diagnosed with a Special Educational Need and this information is passed via the transition process. Some students may or may not be placed on the SEND register, but all will be monitored and tracked in terms of progress and supported as appropriate.

For those students with a history of need through SEND or medical diagnosis will be entitled to assessment for Exam Concessions towards the end of Key Stage 3. The specialist Assessor (SENDCo) will liaise with staff, students and parents during that process to ensure valid and reliable assessments are conducted and concessions applied in preparation for Key Stage 4.

If a parent or teachers suspects an undiagnosed special educational need in their child, they should initially contact the College SENDCo to share these concerns. The SENDCo will then investigate further and seek support from other leading professionals. Students with SEND will be placed on the schools SEND register, which is accessible for all staff.

SEND provision and Support

Where a student is diagnosed with a special educational need, support will be put in place to help them make progress. Such support might involve further differentiation in class by teachers, advise teachers on student's needs and strategies to be implemented, one to one or individual/small group extraction and targeted intervention sessions with Learning support assistants.

The Intervention support model may involve bespoke packages. Current Intervention provision focuses on Literacy and Numeracy support. In addition to personal organisation, social skills, precision teaching, Thrive, self-esteem and self-confidence workshops, animal and horticulture club, motor skills support, memory skills support, exam technique and essay writing and home learning club. The Intervention cycle follows the assess, plan, do review cycle to monitor and track pupil progress.

If an Intervention with a student is found to be ineffective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure high quality and effectiveness and therefore continually strive to improve their quality of the intervention programme.

The use of Information Technology is available through laptops, iPad, iPod and various software programs to ensure all students are able to access the College curriculum. Students with hearing impairments may also be assessed and supplied with equipment such as radio aids and mobile sound field systems.

Education, Health and Care plans

Where a student with SEND is failing to make academic, social or emotional progress despite high quality teaching and SEND support, an application to the local Authority for an Education Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. Students with SEND who have statements of Special Educational need or Education, Health and Care Plans will receive a higher level of support than that of other students. The SENDCo will oversee and coordinate such support.

Range of provision; Tavistock College provide over and above the core offer and has access to specialist equipment and facilities including; Disabled Toilets, Inclusion Hub, Inclusion classroom (Safe Space), Phoenix Suites for Disabled access, Lift access input from external agencies Tavistock College will seek advice, guidance and support from external professionals if a student with SEND is not making progress. The College will complete a referral form to seek support from the external agencies offered by the Local Authority. Tavistock College has strong links with advisory support teachers; Communication and Interaction Team, Speech and Language therapy service, physical and sensory team, Cognition and Learning. Other external agencies such as Child and Adolescent Mental Health service (CAMHS), Physiotherapy and Occupational

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therapy Services. After school home learning club supports students with step by step guidance.

Inclusive Ethos

Tavistock College is a fully inclusive College and actively seeks to promote the Inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEND are able to fully participate in the communal life of the College, both in their learning and in the wider provision and life of the school. Adaptations and personalized provision are made for SEND students to enable them to participate in different cultural experiences, college trips and out of class learning. For further information please refer to our Disability, Equality Policy and Accessibility Plan in the policies section of our website. Lessons are as Inclusive as possible, with adjustments made depending on need. Children with disabilities are included on all school visits.

Parental Complaints

Tavistock College follows the schools complaints procedure policy (Annex D) in the College Handbook parents are asked to complete the parental complaints form on the College website and return to the Principals PA (complaints Coordinator) who will acknowledge receipt and explain what action will be taken. All staff endeavour to respond to parental queries or concerns with 24 hours and take the necessary steps to ensure parental complaints are actioned and responded to as soon as possible.

Transition

Tavistock College fully understands that the transition between primary school and secondary school can be a very anxious time for both students and parents and we endeavour to support you in the process, especially for student with

SEND who might require a more enhanced transition.



For students transitioning into Year 7 at Tavistock College, the Head of Year 7 (Mrs Blackmore)) and Yr. 7 tutors endeavour to visit all partner primaries within the Tavistock Cooperative Learning Trust. They meet with Year 6 teachers or leaders, parents and students to gain as much Information as possible about these students, including SEND information. For students with SEND the SENDCo (Mr J Mifsud) and the Yr. 6 Transition officer (Mr Jerrett) liaise from SENDCo's of the partner primaries, who pass on all relevant information, Including SEND files. Parents/carers of students with SEND in Primary schools are always welcome to contact our SENDCo who will discuss your child and their provision.

All Year 6 students who will be attending Tavistock College are invited in for various transitions and step up days from Year 5 onwards to help and support students adjust to life in a mainstream secondary school. These also involve open evenings for SEND students and meet the tutor evenings.

Tavistock College creates its Year 7 Tutor groups with great care and consideration with the Head of Year 7, the College transition officer and the SENDCo working in conjunction and using all the information available. The SENDCo also attends Year Annual Reviews at partner primaries to ensure a smooth transition process as possible.

For Year 11 students, the SENDCo works closely with the post 16 advisor to ensure that all students have thought through and planned their next steps of their progression route. We liaise with their next provider to ensure they understand the student's needs. All students with a Statement of Special Educational Needs or an Education, Health and Care Plans will also have access to guidance and advice from Year 9 onwards.

For students remaining at the College for Post 16 Education, their support will be discussed with them and parents and appropriate provision put in place.

Key Members of Staff supporting students with SEND are as follows;

Principal – Mrs Sarah Jones

Vice Principal and Senior Designated Safeguarding Lead, Inclusion Provision Lead – Mrs Barbara Manning

Assistant Principal (responsible for transition) – Mr Tristan Forster

SEND Governor – Mr John Coupland

SENDCo and Specialist Assessor – Mr Justin Mifsud

Head of Year 7 – Mrs Hazel Blackmore

Deaf Inclusion Worker – Level 6 Qualification in British Sign Language – Mr Bill Fleming

Assistant SENDCo, Lead TA for Social, Emotional and Mental difficulties, Thrive Practitioner – Mrs Julie Edwards

SEND Administrator, Schools Direct admin coordinator - Mrs Helen Carr

KS2 Transition Officer, Thrive practitioner –Mr Andy Jerrett

Lead TA for Physical and Sensory Needs; Level 1 Physical and Sensory specialist training, Moving and Handling trained, positive handling trained Diploma in Education studies, lead for Independent living skills and personal development studies - Ms Samantha Biggs

Lead TA for Communication & Interaction, Speech and Language; Level 1 specialist autism training (Autistic society), Speech, and Language and communication specialist , Sounds write practitioner- Ms Nicola Sheehan

English Faculty TA's – Ms Clare Carroll (Sounds write lead, Thrive practitioner), Mrs Faye Hodgson (Sounds write practitioner).

Mathematics Faculty TA – Ms Caroline Alford (Sounds write practitioner, Form Tutor).

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Science Faculty TA – Mrs Jane Parker (Sounds write practitioner, Form tutor)

Humanities Faculty TA – Mrs Justine Hunt

Physical Education Faculty Sports Technician and TA – Ms Sylvia Preece

Performance Studies faculty TA – Ms Katrina Stride

Behaviour Intervention Manager – Mrs Jo Northmore

Boys Engagement officer - Thrive practitioner – Mr Paul Prescott

Health and Multi Agency Co-ordinator – Ms Alexandra Thomas

