

Tavistock College

Together We Care, We Achieve and We Excel

SEND Information Report 2018

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

Mission Statement

Tavistock College is a fully inclusive cooperative mainstream school in West Devon. At Tavistock College, all students 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.

1. What does having a special educational need mean?

The Code of Practice (2014) states that: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

SEND types and provision:

We do not have any specialisms within the field of SEND. As with all schools, we are required to make reasonable provisions for students who are able to access mainstream education across the four areas of the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

2. How does the school identify that a child has a special educational need?

Identifying SEND

Students that are transferring to Tavistock College may already be diagnosed with a Special Educational Need and this information is shared 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.

At the start of year 7, or on entry, the school will undertake relevant assessments of all students to ascertain their ability/difficulties and a profile of their needs. This information will be used alongside data from Primary Schools to ensure that students who may need additional support with learning are identified. Once needs are identified, a graduated response to supporting the student's need will be initiated. Where relevant, the SENDCo will enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers.

If a parent or teachers suspects an undiagnosed Special Educational Need in their child, they should initially contact the 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 school's SEND register, which is accessible for all staff.

Details of each SEND student, including the nature of their learning disability, recommended teaching strategies, strengths in learning and history of provision will be available to all teaching staff.

It is the responsibility of all staff to liaise with the SENDCo should they have any concerns that a student may have previously unidentified Special Educational Needs. Key staff hold regular Graduated Response Panel meetings to discuss emerging needs which may include SEND. The SENDCo will also assess students towards the end of Year 9 and beyond for entitlement to exam access arrangements where 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.

As the Code of Practice states in Chapter 6 Section 6.36, “Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”

3. What provision is made for SEND Students?

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.

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 Teaching 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 we 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

In class Support/ Quality First Teaching

Tavistock College staff 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 strive to deploy effective strategies, identify and support vulnerable students.

Staff have 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.

When a student has been identified as having SEND relevant documentation will be uploaded to the Provision Maps system for staff to access. A Student Information Sheet (SIS) will be created by the SEND Faculty to inform all staff of the student's needs, targets for development and strategies to be used to support the student within class. Class teachers will then assimilate the information based on the content/structure of their subject and the presentation of the student within their lessons. They will plan to meet the needs of SEND Students by completing Pupil Passports which are reviewed and updated termly.

Wrap Around Support/Intervention

Within the SEND Faculty sits a specialist Team of TAs known as The Curriculum Access Support Team (CAST); the staff within this team operate a suite of rooms which provide different provision/intervention and support for students based on need.

This wrap around support/intervention could include:

- Homework Support
- Reading Intervention
- Handwriting Intervention
- Spelling Catch-up
- Inclusion Hub
- Staffed rooms at break time
- Enhanced home/school communication
- Literacy Intervention

- Sounds Write
- Enhanced transition from primary school
- Help with transitions from year to year
- Enhanced transition to Post 16 education
- Adapted equipment for students where needed
- Sensory Break Space
- Mentoring
- Social Skills
- Thrive/SEMH lead practitioners
- First Aiders

Students with an Education, Health and Care Plan will have an agreed level of Teaching Assistant support within lessons. The policy of the College is for staff to target their support within lesson but also to encourage independence and work with all students, therefore other students with SEND within those classes would also be provided with access to support if needed.

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.

Tracking and Monitoring Student 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 short/full reports that are 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 be reviewed regularly.

The SEND Faculty team will monitor each SEND student's progress reviews and are able to see the changes in your child and other student's progress. These reports will be discussed with the teaching staff and teaching assistants that work with the students and if required changes to support or provision will be made.

If there are any concerns, or if your child is not making progress the Head of Year (HOY) or SENDCo may be in touch with you to discuss strategies, and ways forward to support your child

4. Who are the best people to talk to in this school if I think my child might have a special educational need?

At Tavistock College, we operate a graduated approach to student need. The first point of contact is the form tutor. If the concern persists, the form tutors will signpost you to the most appropriate person or agency to support you. Within college this may be the subject teacher, the Head of Year, or if there are still concerns that needs are not being met, the relevant staff member may seek advice from the SENDCo.

Who is the person responsible for children and young people with SEND?

At Tavistock College, the progress of all young people including those with SEND is the responsibility of the class teacher.

The overview of SEND students is the responsibility of the SENDCo, Mrs Baring, who will monitor, coordinate and evaluate provision for these students.

You can contact Mrs Baring through main reception 01822 614231 or email her z.baring@tavistockcollege.org.

Mrs Baring will reply to you directly or forward your request to the appropriate member of her team.

You can also contact the SEND Faculty Administrator Helen Carr who oversees the SEND Faculty Calendar and organises visits and meetings.

Mrs Carr's email address is h.carr@tavistockcollege.org

5. What training or specialist expertise do the staff at Tavistock College staff have around SEND?

Tavistock College places great value in the professional development of all staff. All staff receive a comprehensive induction to working at the school and SEND training is part of this staff development. The SENDCo works closely with Senior Leadership to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure that it addresses the needs of current students.

7. How are parents/ carers of children with SEN supported to share their views and concerns and work alongside the school?

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.

- All parents are encouraged to communicate regularly with the school.

The CAST Room/Inclusion Hub are open at break and lunch for students to speak to staff and parents are able to contact staff directly via phone or email.

- The SEND Team will ensure that communication is regular and timely.
- Where appropriate the SEND Team will join Heads of Year for meetings involving students with SEND
- For pupils with Education, Health and Care Plans, reviews are held regularly
- Pupils on the SEND register will have a Student Information Sheet (SIS) which will be shared with student and parents.

8. How are students with SEN supported to share their views and concerns and work alongside the school?

Students' views and engagement are a critical part of successful and effective inclusion. Each student on the SEND register has an Individual Plan or Early Help Plan and they are invited to collaborate with the SENDCo and parents in the writing and reviewing of these. At all stages of the graduated – assess, plan, do, review – SEND process students are encouraged to set targets, are invited to evaluate interventions and take a full part. Students on an Early Help Plan are invited to participate in review meetings.

9. Who is the person I should talk to if I have a concern about the support being provided for my child at the school? How can I share my concerns or make a complaint?

If your concern is directly linked to a Faculty area you can contact the subject teacher or form tutor as the first point of contact. The Head of Year or SENDCo can be contacted via phone or email if this is more appropriate.

Please let the SENDCo know if you are unhappy. Together we can be solution focussed and work together to resolve any issues. Alternatively, you can contact the Vice Principal Miss Manning who oversees SEND or the Principal Sarah Jones. any formal complaints should be made through the Complaints Procedure as detailed on the school website.

10. What further external support can school access to support children with SEND?

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 to seek support from the external agencies offered by the Local Authority.

Tavistock College has strong links with:

• Careers South West • Educational Psychologist • Babcock Advisory Services • Educational Welfare Officer • Child and Adolescent Mental Health Service • Occupational Therapist • Speech and Language Therapist • Outreach • Visual Impairment services • Hearing Impairment services

11. What further external support can school access to support families of children with SEND?

For families:

Devon Information Advice and Support for SEND (DIAS) is an independent and impartial organisation who can support parents with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents to reach agreement when issues are faced at school. <https://www.devonias.org.uk/>

The Early Help/ Team Around the Family (TAF) process is a multi-agency approach which is used to support those families who are facing challenges. As a school we have regular planning meetings to discuss whether a multi-agency approach is appropriate.

Parents should contact the SENDCo regarding SEND and services. For parents with children of SEND considering joining the College the SEND Faculty are available for consultation on Transition Evenings and Open Days/Evenings. Individual appointments with a member of the SEND Team can also be made to discuss individual students' needs.

For more information see Devon's Local Offer

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

12. How does the school support children with SEND and their families when they join or leave the school?

We recognise that transitions can be difficult for a young person with SEND and take steps to ensure that any transition is as smooth as possible. The SEND Faculty Team are actively involved in all areas of transition across phases of education, ensuring the support is available for students who require it at key points. As students approach a transition point we will help with additional more detailed planning if required.

If your child is moving to another school or college the current school will:

- contact the school SENDCo
- help their children and their families with more detailed planning.
- organise appropriate transition and enhanced transition to specialist sessions for those who require it.
- be invited to year 5 and or 6 Annual Reviews.
- help students explore their aspirations and how different Post 16 education options can help the student meet their ambitions
- support the child and their family to explore more specific courses
- help confirm plans for Post 16 options
- share with the next educational provider and support for transition visits where required.

13. Where can I find information about the Local Authority's Local Offer for children and young people with SEN and their families?

Devon County Council's Local Offer can be found at:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Key Members of Staff supporting students with SEND are:

Principal – Mrs Sarah Jones

Vice Principal – Miss Barbara Manning

SEND Governor – Mr Stuart Ridley/ Mrs Caroline Jordan

SENDCo and Specialist Assessor – Mrs Zoe Baring

Assistant SENDCo – Mrs Julie Edwards

Associate SENDCo – Mrs Jenny Harris

SEND Administrator- Mrs Helen Carr

Transition Officer –Mr Andy Jerrett

Specialist Lead for Physical and Sensory Needs -Ms Samantha Biggs

Specialist Lead for Communication & Interaction/ Speech and Language - Ms Nicola Sheehan

Specialist Lead for Cognition and Learning – Ms Clare Carroll

Specialist Lead for Social, Emotional and Mental Health Needs – Mrs Julie Edwards

Specialist Lead Casework – Mrs Tamsin Flemming