



Tavistock College

Together; we care, we challenge, we excel

SEND Information Report 2022-23

Dear Parents and Carers,

We are delighted to be working with you and your child at Tavistock College and would like to take this opportunity to welcome parents and carers to the SEND Faculty. This report outlines how we support students with Special Educational Needs & Disabilities (SEND) to fulfill their full potential academically, socially and emotionally.

Tavistock College is part of the Dartmoor Multi- Academy Trust (DMAT) and we believe at Tavistock College that all students regardless of background, ability, gender, disability or culture are valued equally. We are strongly committed to developing Inclusive Excellence to ensure all our students are entitled to having access to a broad, balanced and challenging curriculum, which is differentiated and personalised to meet their 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.

Our school community is led through our co-operative values of self-help, responsibility, self-democracy, equality, equity, solidarity, openness, honesty, social-responsibility and caring for others and we welcome your feedback and future involvement. Please feel free to contact the SENDCo Jenny Harris via email on J.harris@tavistockcollege.org or by telephone on 01822 614 231.

The SEND information report is published annually in accordance with 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)



What does having a special educational need mean?

The SEND Code of Practice 2014 defines Special Educational Needs & Disabilities (SEND) as:

‘Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age, or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority’

What are the different areas of SEND and the provision that is available?

At Tavistock College, all teachers are teachers of SEND. The teaching and pastoral teams, along with the SEND team, provide the most appropriate support and intervention for children with identified SEND. We work side by side with parents and a range of different agencies to ensure students with SEND are identified, supported and included in all aspects of school life.

<p>Universal Provision For all Students</p> <p>Universal support (teaching & pastoral tutoring)</p>	<p>The graduated response starts with Quality First Teaching/Tutoring for ALL children and young people. This is known as Universal provision and teachers are responsible for making appropriate adjustments for students with identified SEND.</p> <p>Information is shared with staff about learners with identified needs.</p> <p>The SEND Areas of Need:</p> <ol style="list-style-type: none"> 1) Cognition & Learning: For example: Specific Learning Differences & Dyslexia, General Learning Difficulties. 2) Communication & Interaction: For example: Autism, Speech and Language difficulties. 3) Social, Emotional & Mental Health: For example: ADHD, Attachment difficulties. 4) Physical, Sensory, Medical: For example: Sensory processing difficulties, physical disability, Diabetes Type 1, ADHD - with medication, hearing or sight impairment, brain injury, terminal illness or equivalent. <p>Where there are concerns about progress, a referral is made to the school's SEND faculty via tutor, head of year and class teachers.</p>
<p>Targeted Provision for some students</p> <p>SEND Support Pastoral Support Additional Academic Support Universal support (teaching & pastoral tutoring)</p>	<p>Some children and young people will need additional targeted support, which is different from/in addition to the support provided to the majority of children and young people in the school.</p> <p>This may 'look like':</p> <ol style="list-style-type: none"> 1) A Relational Support Plan for significant pastoral concerns (which may be co-occurring with an identified SEND need).



	<p>2) It may be additional intervention in Maths or English (which may be co-occurring with an identified SEND need).</p> <p>3) It may be an additional intervention in social skills or mentoring</p> <p>At this point - if a SEND need has not been identified - we may wish to investigate whether SEND support is required. Where SEND support is agreed, an Individual Learning Plan (ILP) will be put in place. Support will be reviewed as part of the 'assess, plan, do, review' cycle.</p>
<p>Specialist Provision for a few students EHCP</p> <p>SEND Support Pastoral Support Additional Academic Support</p> <p>Universal support (teaching & pastoral tutoring)</p>	<p>A few children and young people may continue to need additional and different support, which is increasingly personalised and individualised.</p> <p>It is likely that these children and young people have very complex needs and they may require an Education, Health and Care Plan (EHCP). These children will require ongoing universal support, pastoral support and SEND support</p>

How do we identify that a child has Special Educational Needs?

- In Year 5 and Year 6, SENDCos at primary school inform the SENDCo at Tavistock College about children who have significant and persistent SEND needs. These children will have been on the SEND Support register, have reasonable adjustments in lessons and their SATS, and will transition onto the SEND Support register at Tavistock College.
- In Year 6, our SENDCo will attend any Education Health and Care Plan meetings for a child who will attend Tavistock College. Our SENDCo will then consult on whether Tavistock College can meet the child's complex SEND needs. This is a statutory process – please speak to your SENDCo for more information.
- We run an enhanced transition programme in Year 6. We meet parents and carers as part of this programme and begin to build a profile of need and plan appropriate support in Year 7.
- In Year 7, we use whole school data including SATS results, information about reasonable adjustments used in SATS, Cognitive Ability Tests (CATS), spelling, reading data and primary school records to plan appropriate SEND intervention. This will have entry criteria, which will change each year depending on the cohort's needs.



This could mean that your child may not be placed on the SEND register, but all students will be monitored and tracked in terms of progress and supported as appropriate.

- Throughout Year 7 and Year 8, we support any child identified through data (qualitative and quantitative) within an appropriate support plan. This will usually be a group intervention, but some students will have more personalised targeted support plans and where relevant, the SENDCo will enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers.
- 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.
- Teaching and pastoral staff, who are all teachers and tutors of SEND, are also able to raise potential SEND concerns about a child.
- Parents and carers are also able to raise concerns, through tutors and heads of year. These referrals will be managed on a case by case basis.
- Key staff, including senior leaders, heads of year and the SENDCo hold fortnightly Raising Achievement Meetings (RAM) and Supporting Achievement Meetings (SAM) to discuss emerging needs which may include SEND and follows the graduated response of assess, plan, do and review. The SENDCo will also assess students towards the end of Year 9 and beyond for entitlement to exam access arrangements where appropriate

****A private report from an external professional (Educational Psychologist, for example) is not evidence that a child is entitled to SEND Support. We welcome any guidance about a child's needs, but make it clear that private reports will not guarantee any reasonable adjustments being made if our school data does not highlight a significant and persistent disability.**

What SEND support is on offer for my child at Tavistock College?

Inclusive Ethos

Tavistock College is a fully inclusive school 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 school, both in their learning and in the wider provision and life of the school. Adaptations and personalised provision are made for SEND students to enable them to participate in different cultural experiences, school trips/visits and out of class learning.

For further information please refer to our SEND policy and Accessibility Plan in the



policies section of our website.

SEND Provision and Support

We currently provide the following interventions and programmes of support. This is based upon school need and means our offer of support is regularly updated and reviewed as a team. 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.

Year 6/7 SEND Transition

Our SEND team specialists meet all students in this intervention, and begin to plan support from Year 6.

KS3

Small group extraction and targeted intervention sessions: phonics, numeracy, reading comprehension, 1:1 and small group phonics, ICT support, touch typing, hand writing, and mentoring- learning/ personal organisation, social skills, emotional logic and drawing and talking therapy.

Our outward facing Year 7 and 8 nurture group provides personalised support for students' learning needs, including Thrive and outdoor learning.

KS4

Targeted intervention sessions: reading, comprehension, ICT skills, revision workshops, access arrangements practice- e.g. reader, scribe, mentoring- organisation, pre- learning content, social skills.

Information Technology

The use of Information Technology is available through chromebooks and various software programs to ensure all students are able to access the school curriculum. Reading pens are also used to support SpLD students who have significant difficulties accessing text.

1:1 Support/In-class Support

The national guidance from the SEND Code of Practice is clear in its anticipation that high quality teaching is differentiated and personalised 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.

1:1 support will only be in place for children who hold an EHCP and have Top Up Funding. This will be based upon the funding in place to support additional hours. This support is for a significant minority of students.

In-class support can be allocated to students with an identified (complex) SEND need. There will be evidence in place to show that they are not making appropriate progress within an already structured plan of support and that they have significant and persistent disabilities that affect them on a daily basis. These students will have a programme which will be tailored to their identified need and they will have a SEND support plan, which is reviewed regularly within the Assess, Plan, Do, Review model of support.

When does the school make an application for an Education, Health and Care Plan?

When we have planned and reviewed support for a student for a sustained period of time (at least 3-5 terms), and the specialist support in place is not helping the student to make expected progress, we may consider making an application for an Education, Health and Care Plan (EHCP). This process is guided by the level of support already in place, compared with the amount of progress the student is making. This is why the model of 'assess, plan, do, review' is important.

Parents and carers, 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 Education, Health and Care Plans (EHCPs) will receive a higher level of support than that of other students. The SENDCo will oversee and coordinate such support.

How will my child's progress be monitored at Tavistock College?

All students, including those with SEND, are assessed on a regular basis in accordance with the school'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.

Parent/carers evenings and meet the tutor evenings are held on regular occasions when there is an opportunity to discuss progress, attainment and 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 review 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 assistant teachers 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.

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 tutor. If the concern persists, the tutor will signpost you to the most appropriate person or agency to support you. Within school 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, Miss Harris, who will monitor, coordinate and evaluate provision for these students.

You can contact Miss Harris through main reception 01822 614231 or email j.harris@tavistockcollege.org

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

You can also contact the SEND Faculty Administrator Mrs Jerrett who oversees the SEND faculty calendar and organises visits and meetings.

Mrs Jerrett's email address is s.jerrett@tavistockcollege.org

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.

Within our assistant teachers, we have Higher Level Assistant Teachers whose specialist training has provided a deeper understanding of the following areas of SEND. · Cognition & Learning · Communication & Interaction · Social, Emotional & Mental Health · Sensory, Physical & Medical Disabilities. Our assistant teachers regularly attend internal and external professional development.

How are parents/carers of children with SEND 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 coffee mornings, SEND parent evenings, year group parent/carer evenings, communication books, email, telephone calls, appointments with lead members of staff and individual teachers.

The school provides information for parents and carers through newsletters, information on the school website and twitter page, open/information days, letters home, Individual Learning Plans, and Relational Plans.

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

The CAST Room/Inclusion Hub are open at Recess 1 and 2 for students to speak to staff and parents and carers 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 students with Education, Health and Care Plans, reviews are held regularly.
- Students on the SEND register will have a SEND support plan which will be shared with students and parents and carers.

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 Learning Plan or Early Help Plan and they are invited to collaborate with the SENDCo and parents and carers in the writing and reviewing of these.



At all stages of the graduated response – assess, plan, do, review – students with SEND are encouraged to set targets and are invited to evaluate the interventions. Students on an Early Help Plan are invited to participate in review meetings.

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 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 James Buchanan who oversees SEND or the Principal Tristan Forster-Muller. Any formal complaints should be made through the Complaints Procedure as detailed on the school's website.

What further external support can you access to support my child?

External Agencies

Tavistock College will seek advice, guidance and support from external professionals if a student with SEND is not making progress. The school 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 • Devon Advisory Services • Educational Welfare Officer • Child and Adolescent Mental Health Service • Occupational Therapist • Speech and Language Therapist • Outreach • Visual Impairment services • Hearing Impairment services

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 and carers 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 and carers should contact the SENDCo regarding SEND and services. For parents and carers with children of SEND considering joining the school 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>

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 is 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 more detailed planning if required.

The SEND faculty will:

- 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 with 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.

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 – Tristan Forster

Vice Principal – James Buchanan

SEND Governor – Victoria Mitchell

Director of SEND / SENDCo - Rachel Turner

Assistant SENDCo (Social, Emotional and Mental Health) – Julie Edwards

Assistant SENDCo (Cognition and Learning) - Mrs T

Assistant SENDCo (Physical and Sensory) - Sam Biggs

Assistant SENDCo (Communication and Interaction) - Tamsin Fleming

SEND Administrator- Robyn Graham