

# SEN Information

Local  
Offer

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<b>Web address of SEN Policy:</b>	<a href="http://www.tbgs.co.uk/policies/178.html">http://www.tbgs.co.uk/policies/178.html</a>

*This report has been written in line with the requirements of:-*

- *Children and Families Act 2014*
- *SEN Code of Practice 2014*
  - *SI 2014 1530 Special Educational Needs and Disability Regulations 2014*
    - *Part 3 Duties on Schools – Special Educational Needs Co-ordinators*
    - *Schedule 1 regulation 51– Information to be included in the SEN information report*
    - *Schedule 2 regulation 53 – Information to be published by a local authority in its local offer*
- *Equality Act 2010*
- *Schools Admissions Code, DfE 1 Feb 2012*
- *SI 2012 1124 The School Information (England) (Amendment) Regulations 2012*
- *SI 2013 758 The School Information (England) (Amendment) Regulations 2013*

*This report should be read in conjunction with the following school policies/plans: Behaviour/Discipline Policy, Safeguarding Policy, SEND Policy, Complaints Policy, Managing Medicines Policy, Access plan, Equalities Policy.*

*To request a policy please email [enquiries@tbgs.torbay.sch.uk](mailto:enquiries@tbgs.torbay.sch.uk) , or view those published directly on our website at <http://www.tbgs.co.uk/policies/178.html>*

*This report was developed in consultation with the governing body of the school and the SEND Team at TBGS. Parents/ Carers are asked to give their opinions tri-annually at SEND review meetings with respects to the provision their child is receiving and we have also taken these into consideration when developing SEND at TBGS. The SEND Information Report will be reviewed annually.*

## **Definition of SEN**

*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 him or her.*

*A child of compulsory school age or a young person has a learning difficulty if he or she:*

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4)

**Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is’...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014, p5)

**Name of Education Provider:** Torquay Boys’ Grammar School (TBGS).

**1. What special education provision is available at our setting?**



**What do we do here to meet your needs?**

At TBGS we make provision for a range of frequently occurring special educational needs without a Statement of Special Educational Needs / Education, Health and Care plan, for example dyslexia, dyspraxia, autism, social, emotional and mental health need and other learning difficulties. In place to support these needs are the following (List is not exhaustive):

- Pastoral structure – House system – Tutor – Head of House
- SEND Team (Special Educational Needs and Disabilities)
- Full-time qualified Counsellor
- Talkabout Programme to develop social skills, use of social stories/ article/ cartoon strips.
- Educational Psychologist & Learning Assessor
- Literacy and Numeracy support
- Spelling Intervention
- Handwriting support and intervention
- Hearing Impaired Advisor
- Access to Speech and Language Therapists
- Access to CAMHS
- PSHE programme

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also has experience of pupils with a Statement of Special Educational Need / Education, Health and Care plan.

The SENDCo has overall responsibility for co-ordinating special educational needs within TBGS and reports annually to the Headteacher and Governors.

The Accessibility Plan, linked below, ensures that disabled students can access the facilities at TBGS equally and are not treated less favourably than other pupils.

<http://www.tbgs.co.uk/policies/178.html>

## 2. What criteria must be satisfied before children and young people can access this provision/service?



**What sort of needs would you have for us to be able to help you?**

TBGS is a selective school, but all students on roll are supported to access a broad and balanced curriculum and a wide range of extra-curricular activities.

Staff support all students at a level and in a manner appropriate to their need.

Differentiation is a priority in lesson planning and additional support is put in place for any students who are not able to progress in relation to their peers in the school.

Prior to admission, the school seeks to discuss with parents and carers and with the students themselves what they feel are their needs and any provision put in place is reviewed frequently to ensure that individual needs are met.

Communication with students and parents or carers also means that new and changing needs are addressed.

Our admissions policy can be found at <http://www.tbgs.co.uk/admissions-policy/235.html>

### **3. How do we identify the particular special educational needs of a child or young person?**



**How do we work out what your needs are and how can we help?**

When students arrive at TBGS there has already been close liaison with their Primary School and relevant information is passed to the Pastoral and SEND team through the TAPS form. Pastoral and SEND staff also complete preliminary visits to Primary Schools to enable early identification of SEND.

After arrival at TBGS teachers monitor and report on the progress of all students formally at three times a year to review their academic progress, in addition to this there is also an annual Parent/ Carer-Teacher meeting. Teachers are also constantly monitoring and assessing the progress and wellbeing of pupils in their lessons daily and communication between teaching and pastoral staff and parents/ carers is especially good.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. This might be in the form of additional one-to-one support in lesson, differentiation of learning materials, meeting with pastoral lead or invitation to catch-up sessions to try to remedy any lack of progress.

Some pupils may still fail to make adequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, teachers, parents or the student can then put in a referral to the SEND team and in consultation with parents and the student, we will use a range assessment tools to determine the cause of the learning difficulty.

Once the cause has been determined, the SEND team will decide on the necessary provision/ intervention required to support the student in school to make better progress.

Sometimes it is necessary to get external advice. For this reason we also have access to external advisors who are able to better assess the needs of the students. These external assessors might be accessed through the GP or other medical routes or through other external agencies. Within school we also employ an Educational Psychologist (EP) and Learning Assessor (LA). Access to the EP and LA is determined by there being a need identified by the teachers of the student and the SEND team together in consultation. It is not always necessary to consult external advisors as provision can be put in place within school which will support the needs of the pupil.

However students are assessed, findings are always shared with parents/ carers and students, they are also put into a SEND Plan and reviewed regularly, and refined / revised if necessary. SEND Plans are then shared with teaching and pastoral staff to ensure that all those working with the student are aware of their additional needs. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available and the child will be placed on our SEND Register.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

Sometimes a SEND Plan is made for a student who is not on the SEND register, this is because the student has a learning need, but is making good progress but teachers need to be aware of a particular need or adjustment that they need to make to their classroom practice.

#### 4. How do we consult with parents and/or children and young people about their needs?



##### How do we find out about what you and your parents think you need help with?

If a student is placed on our SEND register the parents/ carers of students at TBGS are invited to discuss the progress of their children on three occasions a year and will receive written information about the review. The students are also asked to contribute to these meetings, either by their attendance to by writing a statement sharing their views about their progress in and feelings about school. In addition, we are happy to arrange meetings outside these times.

We also consult with parents/ carers and students through other means:

- New Intake Induction Days/ Evenings
- Primary Liaison Visits
- Pastoral meetings
- SEND Review Meetings
- Parents' Evenings
- Email and telephone communication through lead personnel
- One-to-one meetings with students
- Text number for students to use to request additional support more privately

In addition to this, parents of students with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

#### 5. What is our approach to teaching children and young people with special educational needs?



##### How will we teach you?

At TBGS the quality of teaching was judged to be outstanding in our last Ofsted inspection and enabling students to achieve their potential and fostering a lifelong love of learning lie at the heart of the ethos of our school. The teaching of all students is personalised to their strengths and differences and we endeavour to ensure that no student has a barrier to their learning because of a particular special educational need or disability. Our teaching methods and strategies are diverse and aim to target, engage and stretch learners of different types.

Where a student has a special educational need there are several levels of support. Firstly, in-class teacher led support to differentiate the delivery of the lesson to ensure full access can be achieved by all students. If a student's SEND is still proving a barrier to their progress and enjoyment of the subject a referral can be made to the SEND team to investigate what additional provision might be required, as detailed above. Once the outcome of the referral is clear different strategies are then put in place to support specific needs; this might include one-to-one sessions to help with social awareness, additional strategies to help with literacy problems, the provision of specialist equipment or referral to an outside agency to diagnose a barrier to learning.

The school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by SEND/ teaching staff employed through the funding provided to the school as 'notional SEN funding'

## 6. How can we adapt our curriculum for children and young people with special educational needs?



### What sort of things will you learn here?

At TBGS we adapt the curriculum and the learning environment for pupils with special educational needs in line with our Accessibility Plan (<http://www.tbgs.co.uk/policies/178.html>). We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs / Education, Health and Care plans.

All curriculum related trips and activities offered to pupils at name of school are available to pupils with special educational needs either with or without a Statement of Special Educational Needs / Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

## 7. How will we ensure we get the services, provision and equipment that children and young people need?



### How will we make sure that you get all of the help that you need from different people?

Following assessment and in consultation with teachers, the SEND team and external advisors where there has been a recommendation for the of equipment or facilities which the school does not have, we

will look into purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice.

All clubs, trips and activities offered to pupils at TBGS are available to pupils with special educational needs either with or without a Statement of Special Educational Needs / Education, Health and Care plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

## 8. How is this provision funded?



### Who pays for this?

Provision for meeting the needs of students with SEND is funded by the school's notional SEND budget. In addition, some students access Pupil Premium funding. Students with complex special educational needs and/or disabilities who have an Education Health and Care plan (EHC plan), previously a Statement of Special Educational Needs, have a personal budget monitored by the Local Authority for additional support to meet identified needs.

The SEND budget is monitored by the Headteacher and Governors and resources are allocated according to need.

## 9. What additional learning support is available for children and young people with special educational needs and how do they access it?



### What else will we do to help you learn and how will this happen?

The list below is not exhaustive:

- Tutor/Head of House intervention
- Informal therapeutic listening
- One-to-one subject support
- Lunchtime and after school clubs and societies
- Counselling sessions with trained counsellor
- Specialist equipment e.g. laptops, overlays, handwriting equipment.
- Access to Educational Psychologist and other professional services
- Peer Mentoring
- Literacy Support
- Numeracy Support
- Where possible, access to the School Nursing Team

Accessed through referral the SEND/ Pastoral Support Team or Head of House or Head of Department.

## 10. How do we support and improve the emotional and social development of children and young people with special educational needs?



### How can we help you learn about your feelings and relationships?

At TBGS we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance through PSHE days, tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following: access to counsellor, mentor time with member of senior leadership team, external referral to CAMHs, time-out space for students, access to Q Club and SEND Hub.

All clubs, trips and activities offered to students at TBGS are available to pupils with special educational needs either with or without a Statement of Special Educational Needs / Education, Health and Care plan.

## 11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



### How can we help you to get ready to change to a different place or to leave here?

At TBGS we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We use the following methods to enable a successful transition:

- Primary Liaison visits by Pastoral and SEND team
- Completion of TAPS (Primary liaison) forms
- Completion of new V1th Form entry information forms
- Induction days
- Individual familiarisation days
- Transition booklets with photographs and key information personalised to student needs
- Options Evenings
- Careers Advice Service
- One-to-one meetings with Pastoral and SEND leads.

We also contribute information to a pupils' onward destination by providing information to the next setting.

## 12. What other support is available for children and young people with special educational needs and how can they access it?



### What other help can we give you or help you to get?

SENDIASS Torbay provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

Office: 01803 212 638

E-mail: [info@sendiasstorbay.org.uk](mailto:info@sendiasstorbay.org.uk)

Website: <http://sendiasstorbay.org.uk/>

Torbay authority's local offer is published at [www.fis.gov.uk](http://www.fis.gov.uk) and parents without internet access should make an appointment with the SENCO for support to gain the information they require

Devon authority's local offer is published at <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer> and parents without internet access should make an appointment with the SENCO for support to gain the information they require

### 13. What extra-curricular activities are available for children and young people with special educational needs?



#### What other activities can you do here?

At TBGS we offer a huge range of extra-curricular clubs and societies. Students are made aware of those on offer through the daily tutor bulletin and the start of year clubs and societies event. Information can also be found on the school website.

All clubs, trips and activities offered to pupils at TBGS are available to pupils with special educational needs either with or without a Statement of Special Educational Needs / Education, Health and Care plan.

### 14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



#### How do we know that the help we are giving you is working?



#### How can you and your family tell us what you think?

At the triannual SEND review meetings tracking of data is key to the discussion of progress and feedback from teachers is used to contextualise the data if there are anomalies. An analysis of progress against national data in relation to their peer group is used to assess progress in particular subjects. The school also employs Progress leaders who target particular cohorts of students and feeds back to Pastoral and Subject heads for targeted intervention

Every pupil in the school has their progress tracked three times per year. If these assessments do not show adequate progress is being made by our SEND students then the SEND support plan will be reviewed. Also it is important to note that class teachers are constantly monitoring and assessing individual progress daily and will report directly to parents/ carers and the respective pastoral/ SEND staff if they have concerns prior to a scheduled formal assessment date.

Evaluation of interventions is done through a variety of methods as well as through data analysis for example self-evaluation, assessment of impact by teachers, parents/ carers and students, before and after assessments using scaled and measurable tests/ questions. Each intervention is different therefore a range of methods for evaluation is necessary.

### **15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?**



#### **How do we make sure that we are being the best that we can be?**



#### **How can you and your family tell us what you think?**

As a school, the success of our provision is monitored through the use of data, self-review, student, staff and parent/ carer feedback and external monitoring through independent bodies.

In addition to this, the specific effectiveness of special needs provision is managed by the SENDCo and includes:

- Analysis of the effectiveness of specific interventions
- Consultation with parents/carers and students
- Consultation with other staff
- Detailed annual reviews for EHCP students attended by parents, students and a range of professionals working with the student
- Use of student questionnaires as appropriate
- Analysis of progress against baseline and national data and in relation to their peer group

There is a Governor linked specifically with Special Educational needs who reviews provision and reports to the Governing body

Staff training (internal, local, national and via the South West Academic Trust) ensures that we are aware of best practice and share expertise.

## 16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



### How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

TBGS is committed to the provision of high quality and on-going CPD.

- The SENDCo is completing the National SEN Qualification Award.
- All staff have a wide range of qualifications and experience in working with students with a wide range of needs.
- Biennial staff audit on SEND, including training needs and views.
- Each department has a SEND liaison teacher who attends termly meetings to share good practice with other staff about SEND strategies.
- Staff are aware that we all share in the task of providing support for students with SEND and there are general Inset sessions for staff relating to this provision.
- In addition, training in specific provision is delivered during the September Inset days in relation to specific needs of students on roll.
- At least one twilight inset session is also dedicated to SEND issues.
- Details of requirements for individual students are outlined the school's SEN register or via individual SEND plans.
- A SEND Departmental Handbook is updated and issued annually to staff to give information on SEND.
- Attendance at local network meetings.
- Attendance at SWAT SENDCo meetings.
- Regular and ongoing CPD for the SEND team.
- Liaison with Local Authority lead staff and specialist service providers.

## 17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



### How do we make sure that your parents know how we can help them?

All parents of students at TBGS are invited to discuss the progress of their children at Parents' Evenings and receive a progress and effort report three of times per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen a referral will be made to the SEND team who will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. Parents/ carers will be actively supported to contribute to assessment, planning and review and will be kept informed at all stages of the process.

## 18. How can parents, children and young people make a complaint about our provision?



### What can you do if you are not happy about something that has happened here?

The normal arrangements for the treatment of complaints at TBGS are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with class or subject teacher, Head of House, Head of Department, SENDCO, Deputy Heads or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service may be contracted, depending on the nature of the complaint. If it remains unresolved after this, the complainant may be able to appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination or to the Secretary of State for other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

## 19. How can parents, children and young people get more information about the setting?



### How can you find out more about us?

Information about SEND provision, along with our school policy documents can be found on the school website [www.tbgs.co.uk/](http://www.tbgs.co.uk/) or please make contact direct with the school

Tel 01803 615501

Email [enquiries@tbgs.torbay.sch.uk](mailto:enquiries@tbgs.torbay.sch.uk)

We would be delighted to discuss your son or daughter and our provision with you or to arrange for you to visit the school.

## 20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



### How do we work with everyone else to help you?

TBGS has good links and working relationships with other bodies; meeting or liaising on a regular basis to support students with SEND and their families under specific circumstances, including;

- The school nursing team, hearing impaired services, occupational therapists and educational psychologist.
- Children's Services and Social Care.
- Local Authority Support Services; Torbay SEN advisory team, SENDIASS, (SEND information and advisory service)

## 21. Arrangements for supporting children who are looked after by the local authority and have SEN



### How do we help children who are looked after by Torbay Council?

Students who are looked after by the local authority and have SEND have enhanced, but discrete, pastoral care. The tutor provides a daily contact point for the student. The Head of House meets with the individual student on a regular basis and communicates any concerns directly to the SENDCo.

**Date: 29/11/17**

**Headteacher: Pete Lawrence**

**SEND Governor: Christine Weston**

**SENDCo: L. E Munns**