



TORQUAY BOYS' GRAMMAR SCHOOL

SEND Policy and Information Report, 2022

Reviewed by the Full Governing Body October 2022

Torquay Boys' Grammar School is committed to safeguarding and promoting the welfare of students and young people in its care.

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND);
- Explain the roles and responsibilities of everyone involved in providing for students with SEN.

Torquay Boys' Grammar School aim is to ensure the successful inclusion of all students on the school roll. Students will receive a broad and balanced mainstream curriculum that will allow them to flourish and achieve their potential.

Objectives

- To ensure early identification of special educational needs and ensure a graduated response is pursued to support students' needs;
- To ensure SEND students will engage in a broad and balanced curriculum in mainstream classes, reasonable adjustment will be made to ensure inclusivity;
- To ensure all students with SEND make the best possible progress;
- To work in close partnership with SEND students, parents/carers and outside agencies to ensure a positive and productive collaborative approach;

- To effectively track and monitor the progress for SEND students;
- Provide whole staff training to ensure quality first teaching approaches for SEND students is maintained.

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities;
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

3. Definitions

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO is Lucy Munns lmunns@tbgs.torbay.sch.uk who will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching;

- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- Be the point of contact for external agencies, especially the local authority (LA) and its support services;
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all students with SEND up to date.

4.2 The SEND Governor

The SEND governor is Robert Lidbetter rlidbetter@tbgs.torbay.sch.uk who will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

The headteacher is Peter Lawrence plawrence@tbgs.torbay.sch.uk who will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class;
- Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision;
- Ensuring they follow this SEND policy.

5. SEND Information Report

5.1 The Kinds of SEND that are Provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition;
- Cognition and learning, for example, dyslexia;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

5.2 Identifying Students with SEND and Assessing their Needs

Identification & Support for SEND: A Graduated Response

Transition from Primary School/ Other School

Students with SEND already identified who transition to TBGS from Primary School will ideally already have a SEND Plan in place by the time they start in September of Year 7. The SENCO and/ or Head of House/ Pastoral Tutor will have visited them in their Primary School and received information from their Primary teachers to enable a smooth transition.

When students transition mid-way through their school life it is the expectation that the previous school and parents/ carers will ensure TBGS is aware of any special educational needs and provide any documentary evidence to enable the adequate support is provided to the student to enable them to reach their potential.

Early Concerns – Support from Class Subject Teacher

Student progress is regularly monitored and reviewed through the termly assessments and reported to parents/ carers. Student progress in terms of attitude and behaviour are also reported to parents in addition to this, three times a year. Initially concerns registered by teachers and parents/ carers are addressed by appropriate differentiation within the classroom and a record kept of strategies by class teachers.

Increasing Concerns – Monitoring and SEND Support

Where students continue to make inadequate progress despite differentiation and high-quality teaching, the class teacher or parent/ carer can put in a referral. This might be because the student:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having a SEN.

The referral is first sent to the student's Head of House, who gathers information from all of the student's teachers and then passes the document to the SENCO. The SENCO will then meet the student and contact parents/ carers to decide how to proceed.

In some cases it may be necessary to seek assessment or advice from external agencies, such as the Educational Psychologist, School Nurse, Specialist Teachers or our internal specialist on Mental Health and Wellbeing, Caroline Vaughan.

The decision to pursue assessment by the Educational Psychologist (EP) and Learning Assessor (LA) is taken collaboratively by the SENCO, pastoral and subject staff. In order to pursue assessment staff must be satisfied that the barrier to learning is having a significant impact on a student's progress across a range of subjects. The aim of assessment by the EP or LA is to identify areas of need and seek strategies to support the specific learning needs of the student to help remove the learning barrier, not to diagnose conditions like Dyslexia. If parents/ carers wish to pursue a diagnosis of for Dyslexia they will need to do this privately.

Once an understanding of the student's needs has been completed the student will then be given support commensurate to the outcomes of the investigation and/ or advice. The SEND team will then follow a cycle of Assess, Plan, Do and Review to ensure the learning needs of the student are understood, shared, implemented and reviewed.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/ carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and Involving Students and Parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty;
- We consider the parents'/carers' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents/ carers when/if it is decided that a student will receive SEND support and therefore be placed on our SEND Register.

5.4 Assessing and Reviewing Students' Progress towards Outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student;

- Their previous progress and attainment or behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The student's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

5.5 Supporting Students Moving between Phases and Preparing for Adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

When students with SEND move to post 16 or post 18 education we support them through preparatory support, firstly with a Career's Appointment to help them look at a range of providers. We can then help with the transition through the use of appropriate support according to their need; this might be through the use of social narratives, planning of travel and signposting to support in their new educational provider.

5.6 Our Approach to Teaching Students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. All teachers are teachers of SEND.

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We can also provide the following interventions, including, but not limited to:

- Social and communication skill support, through the use of the Talkabout programme, the use of social narratives and social stories and the ABC approach;
- Counselling with our School Counsellor and support from the Mental Health Support Team, who provide low level CBT in a structured programme;
- Spelling support through the Spellzone programme;
- Handwriting support;
- Use of technology, eg laptops, iPad, magnifiers;
- Accelerated reader for all students in Key Stage 3 to improve reading;
- Access to external services, like Visual and Hearing Impairment services.

Please see our Local Offer for the full range of support we can offer.

5.7 Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, teaching style, content of the lesson, etc.;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.;

See our Accessibility Plan for more details on this.

5.8 Additional Support for Learning

In our school there is additional support for learning through additional subject teacher support when necessary, this might be in lunchtime or after school support session run by departments or more bespoke 1:1 support dependent on the needs of the individual.

We work with the following agencies including, but not limited to, to provide support for students with SEND:

- Mental Health Support Team;
- CAMHS;
- Visually Impaired Advisory Teacher;
- Hearing Impaired Advisory Teacher;
- Epilepsy Nursing Team;
- Diabetic Nursing Team;
- School Nurse Team;
- Occupational and Physiotherapy;
- Educational Psychologist attached to TBGS- Kate Antony;
- Learning Assessor attached to TBGS.

5.9 Expertise and Training of Staff

All teachers are teachers of SEND.

In the last academic year (2021-22), staff have been trained to support students who have Autism, Mental Health difficulties, Diabetes, Epilepsy and Dyslexia. Training is an ongoing process and driven by staff needs and the students we have on roll. An Annual audit is taken to discern this need.

The SENCo has completed the NASENCO Award.

We have a fully accredited BACP counsellor on site to support young people who are experiencing mental health difficulties.

5.10 Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing SEND students' individual progress, attendance, AfL and BfL grades three times a year. This is done through meetings each term, two with the SENCO and one with the student's subject teachers (Parent's Evening);
- Reviewing the impact of interventions with students using a variety of methods suitable to the intervention;
- Monitoring by the SENCO and Heads of House/ Tutors;
- Holding annual reviews for students with EHC plans.

5.11 Enabling Students with SEND to Engage in Activities Available to those in the School who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our lunchtime and after-school clubs. We monitor SEND students engagement with the extra-curricular opportunities twice a year in their SEND Review.

All students are encouraged and supported to go on our residential trip(s).

All students are encouraged and supported to take part in on site experiences and opportunities.

No student is ever excluded from taking part in these activities because of their SEND or disability.

We review our Accessibility Plan every 3 years to ensure we are regularly evaluating and improving the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services we provide. See Accessibility Plan.

- Arrangements for the admission of students with SEND:
 - All students who meet the eligible score for admission in the entrance test and whose education, health and care (EHC) plans name the school will be admitted and supported through an enhanced transition;
 - Students with SEND who are eligible will be supported to sit the entrance test through a range of access arrangements; for example, modified papers, scribe and additional time. Evidence will need to be provided by parents/ carers/ and the candidate's Primary School to enable this;
 - Please see the Admissions policy for further guidance on this issue;

5.12 Support for Improving Emotional and Social Development

We provide support for students to improve their emotional and social development in the following ways:

- All students take part in PSHE lessons and parts of the PSHE curriculum are can be found across the wider curriculum. These lessons help support emotional and social development;

- Extra pastoral support is on offer through tutors and Heads of House to develop emotional and social development;
- We strongly encourage and actively support SEND students joining a range of extra-curricular activities and make reasonable adjustments to enable their participation. We keep a record of which extra-curricular activities students on the SEND register engage in;
- Students with SEND sometimes attend Social Skills sessions (if appropriate to their need) and engage in either 1:1 or small group work with TBGS Staff to develop their social and emotional skills;
- Students with SEND are encouraged to be part of the school council;
- We have a zero-tolerance approach to bullying.

5.13 Working with other Agencies

TBGS works closely with external agencies to support students with SEND. Once a student's needs have been identified, the relevant external agency will be contacted and involved in providing support, equipment and staff training to enable the student to access all aspects of school life and the student and their family to be supported fully.

5.14 Complaints about SEND Provision

Complaints about SEND provision in our school should be made to the Head of House/SENCO/Headteacher in the first instance. They will then be referred to the school's complaints policy. As always, in the first instance, we will try to resolve the issues with an informal discussion, before escalating through the complaints policy as required.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.15 Contact Details of Support Services for Parents of Students with SEND

Within school please contact the SENCO, School Counsellor or your child's Head of House to gain details of support services for students with SEND or access the relevant pages on our website. External to school the Local Authority Family Information Service directory will enable access to support services for students with SEND:

<http://fis.torbay.gov.uk/kb5/torbay/fsd/home.page>

5.16 Contact Details for Raising Concerns

In the first instance the student's relevant Head of House should be contacted. SEND concerns can also be raised by emailing:

Lucy Munns (SENCO) lmunns@tbgs.torbay.sch.uk

Caroline Vaughan (School Counsellor & Pastoral Support Officer)
cvaughan@tbgs.torbay.sch.uk

Enquiries enquiries@tbge.torbay.sch.uk

5.17 The Local Authority Local Offer

Our contribution to the local offer is:

<http://fis.torbay.gov.uk/kb5/torbay/fsd/service.page?id=4sRvbPglAgQ>

Our local authority's local offer is published here: <https://www.torbay.gov.uk/schools-and-learning/send/local-offer/>

6. Monitoring Arrangements

This policy and information report will be reviewed by Lucy Munns (SENCO) **every three years**. It will also be updated if any changes to the information are made during that time.

It will be approved by the governing board.

7. Links with Other Policies and Documents

This policy links to the following documents:

- Accessibility plan;
- Behaviour policy;
- Equality information and objectives;
- Supporting students with medical conditions policy;
- Admission Policy;
- Complaints Policy.

TBGS's commitment to equality and diversity means that this policy has been screened in relation to the use of gender-neutral language, jargon-free plain English, recognition of the needs of people with a disability, promotion of the positive duty in relation to race and disability and avoidance of stereotypes.

This document is available in alternative formats on request.