



Teignmouth Community School Exeter Road SEND Information Report 2024-2025 (Part of the Devon Local Offer for Learners with SEND)

Scope

Teignmouth Community School Exeter Road (TCS) is a mainstream 11-19 school. At TCS the named SENDCo is TBC (Director of Inclusion) supported by the Assistant SENDCo, Amy Kirkwood.

This report is designed to inform you of the types of support available for your child at TCS. It will help you understand who can help and how this help can be accessed.

This report has been co-produced with students, parents, carers, staff, governors and external agencies (September 24).

Our School Vision for Inclusion and SEND:

It is our aim that every student, regardless of their start or path in life, is:

- Made to feel a part of the TCS community from the first time they step through the door.
- Welcomed into each classroom and supported to join in with every activity.
- Actively encouraged to make the very best of their time with us in the very best way to suit their unique needs.

What are TCS's staff's views on inclusion?

"We want everyone to be kind, work hard and join in"

"Equity - we recognise everyone has different circumstances and we need to support students with resources and opportunities to ensure that they have an equal outcome"

"Every child at school deserves to feel accepted and supported"

"Just like safeguarding, SEND is everyone's responsibility"

How does the school know if a young person needs extra help?

A student may be identified as having Special Educational Needs (SEN) at any stage during their education. This may be a long-term difficulty or disability requiring specific intervention or something new that develops during their time at TCS.

Prior to entry to TCS, we will liaise with key staff from your child's previous educational setting to gain essential information that allows us to understand and plan for your child's needs. Information may also come from a variety of other sources:

- An Education, Health, and Care Plan (EHCP)
- An officially recognised diagnosis

- Involvement from external agencies/professionals - Results from diagnostic or standardised tests
- TCS's own assessment framework
- Staff observations
- Parental/carer concerns
- Student self-referral

Definition of Special Educational Needs

(Taken from SEND Code of Practice: 0 to 25 years – January 2015)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Namely provision that is different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. (6.15 page 94)

How is the decision made about how much support my child needs?

The school follows the Devon 'Graduated Response' to identifying student's needs and how much support is required.

This begins at the 'Highlighted Needs' stage for students with an identified need/concern that can be met with provision that is available to all students (universal provision). This is overseen by teachers, heads of departments, heads of year and the SEND Team.

Progress is monitored through an 'assess, plan, do, review' process that measures the impact of any intervention/strategy and plans appropriate future support.

If support which is additional to and different from their peers is required, this sits within the school's 'SEND Support' stage. This is overseen by the SEND Team. Some students may require support at the higher tier and require or have an Education, Health, and Care Plan (EHCP).



How will TCS support my child?

School staff will support individuals at a level appropriate to their needs through high quality and inclusive teaching within the classroom.

We aim to ensure the fullest possible access to the curriculum for all students and a Pupil Passport may be needed to share appropriate strategies with school staff to ensure this is able to happen.

The Pupil Passport will also be used to establish a small number of personal outcomes/aims and agree actions for everyone involved, including the student. These will then inform staff's planning and focus support for each student.

What do TCS staff say are their responsibilities with regards to inclusion?

“Ensuring that students belong in every lesson”

“Planning lessons so that students can access the learning from the first ‘do now’ activity”

“Encouraging our students to take part in extra-curricular activities so that everyone can ‘join in’ at TCS”

What provision is there for students with SEND at TCS?

There is a wide range of provision available at TCS for students with SEND. We have an extensive team of experienced support staff who can offer a wide range of small group and one to one intervention as well as in class support, all dependent on individual need.

We use Edukey’s Provision Map to record our provision which includes:

Literacy support
Numeracy support
Social skills groups
Mindfulness Zones of Regulation
Assistive Technology

How will I know what progress my child is making?

Individual progress for any student can be affected by several factors, meaning that it can vary from year to year highlighting the need for a graduated response. At TCS, we track each student’s progress from the baseline information we collect on entry to the school. All staff are therefore aware of the expected rates of achievement for everyone.

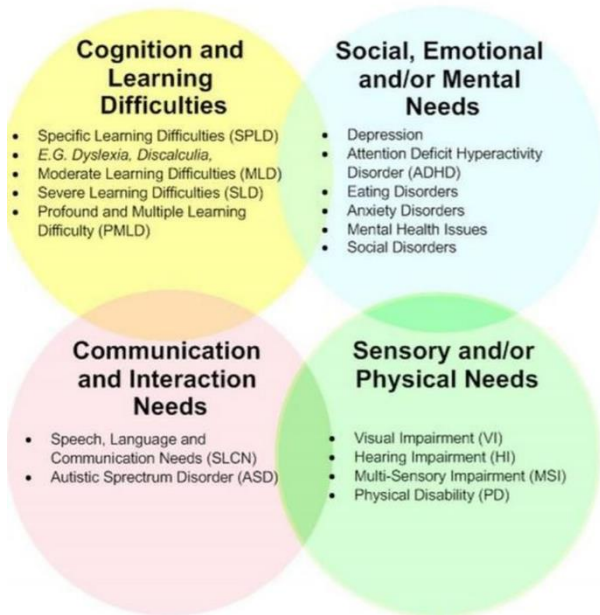
‘Progress’ does, of course, include success in non-academic areas such as life skills, social and emotional development, etc. and this is equally monitored and targeted.

In addition to the school’s usual reporting process, students with SEND may also have:

- Annual Review meetings (for students with an EHCP)
- Termly progress updates
- Meetings with outside agencies
- Parents/carers evenings
- Specific meetings with other relevant members of staff

Students may also be allocated a keyworker (a member of the SEND Team) and they will be in regular contact with you, reviewing progress and negotiating targets on the Pupil Passport. Together with the SENDCo, they will advise teaching staff on strategies to support your child in mainstream classes and liaise with any outside agencies who may be involved.

What kinds of SEND are provided for at TCS?



This diagram by no means covers all the needs we cater for, and they change over time.

How will the school's approach be adapted to match my child's needs?

Most students will follow the same curriculum as their peers, with teachers altering the lesson content to take account of your child's learning needs. Planning and teaching will be adapted daily, if needed, to meet your child's learning needs. Specific resources and strategies will be used to support your child individually and/or in groups. Where appropriate we will offer a reasonably adjusted conduct plan for your child in line with professional advice. Teachers will liaise with the SENDCo, your child's Progress Lead, the relevant Head of Department, their identified keyworker, and their tutor to personalise their

approach and ensure your child's progress.

What support will there be for my child's overall wellbeing?

All staff in school are aware of the importance of children's wellbeing. Tutors run personal development sessions with tutees and the Student Support and Services team are always on hand to support. The Teams includes Progress Leads, Student Welfare Officers, Student Support Officers and the Deputy Heads of Inclusion and Conduct. Members of the Inclusion teams meet every week to discuss students' wellbeing and any interventions that need to be put in place. The school has an Assistant SENDCo who works with both the Student Support and SEND Teams on matters relating to social, emotional, and mental health.

Each student with identified special educational needs has a keyworker and all students with identified wellbeing concerns will be offered additional support such as:

- Support from the School Nurse
- Support from Student Welfare Officers
- Clubs
- Flexible Learning Centre
- Careers advice.

What specialist services are available to support my child?

Within the SEND department, staff have specialist knowledge in dyslexia, autistic spectrum condition, speech and language disorders and physical/sensory needs. They also have considerable experience supporting students with dyspraxia, dyscalculia, general learning difficulties and all aspects of social, emotional, and behavioural difficulties.

Additional agencies supporting the school include:

- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- Children and Young People's Therapy Service (including Speech & Language Therapists, Physiotherapists, etc)
- Local Authority Advisory Teachers including Virtual School and Learning Support Team (VSLST) & Ethnic Minority Achievement Service (EMAS)
- Educational Psychology Service (EPS)

What training is made available to staff supporting students with SEND?

Quality training for staff to enable them to support students with SEND is essential. TCS constantly reviews our on-going programme of whole school training to consider the current needs of students, changes in legislation or recommended provision.

This coming academic year, staff will receive training on:

- Autism in Schools Project
- Attachment based mentoring
- Access arrangements
- Speech and language support
- Inclusive teaching through coaching and StepLab
- ReadingWise

How accessible is the school environment?

Most areas of the school are accessible, and we continue to improve our facilities by making the reasonable adjustments necessary to accommodate all our students. Timetables and rooming can be adjusted to enable full access to the curriculum. Please see the School's Accessibility Plan for more details.

How will my child be included in activities outside of the classroom?

Students with SEND are supported and encouraged to be fully involved in all aspects of school life. Individual arrangements (and risk assessments if necessary) are planned in advance to ensure they can be appropriately included on trips, offsite activities and extra-curricular events.

How will I be involved in decision making and planning for my child's education?

We value the relationships we have with parents and carers and feel that working in partnership with them is invaluable to ensuring a child's education is as successful as it can be. We fully welcome parents and carers to be as involved as they can be in any decision making about their child and in addition to the opportunities already mentioned, there are additional opportunities to meet with staff and be part of the planning for your child's education:

Open evenings

Year 9 Options evening

Year 6/7 transition planning

Post 16 transition meetings

Meetings with tutors/subject teachers

Meetings with members of the SEND team

Team Around the Family meetings

How will my child be involved in decision making and planning for their education?

In line with the SEND Code of Practice, TCS takes a 'Child Centred' approach which means that as well as considering the views and wishes of parents and carers, children and young people are encouraged to express their needs, wishes and goals. We try to make it easy for children and young people to understand and make sure we use clear, ordinary language and images, rather than 'professional' jargon. Our approach means we focus on the child or young person and ensure their voice is represented and heard. This means we aim to highlight a young person's strengths and capabilities and enable them to say what they have done, what they are interested in and what outcomes they are seeking in the future. This helps us to tailor support to the needs of the individual.

How will the school support my child during transition?

TCS's staff will liaise closely with your child's outgoing school to obtain a clear picture of their individual needs. If this is their primary school, transition meetings will be arranged with the future Progress Lead of Year 7 and the Director of Inclusion, during the Summer Term before they move. It may also be appropriate for relevant staff to attend your child's Year 6 Annual Review/SEND Support Review if they have one.

Other services involved in your child's support (e.g., outside professionals) will also be consulted and we will meet with you and your child to get to know you both better and a transition plan may be produced. This could include additional visits and information being shared with you so that you can become familiar with TCS's environment, structure, and staff. If needed, a Pupil Passport will be written with all the information we gather to inform teaching staff of your child's needs and additional training provided where necessary. A similar process occurs when considering Post 16 pathways and your child gets ready to stay in sixth form or leave us. Planning for this begins with our Careers Advisor contacting you and your child to begin a discussion of possible placements/courses available. An Annual Review/SEND Support Review will be held during the Summer Term of Year 10 or Autumn Term of Year 11 and staff from the sixth form or appropriate colleges will be invited to attend. Additional visits to college sites can be arranged and TCS staff will be happy to support with these.

Ongoing guidance from school staff continues throughout Year 9, 10 and 11, and work experience placements in Year 10. Whenever your child moves on from TCS, their new setting will be provided with detailed documentation on their needs, staff will attend a transition meeting and support any transition plans.

Who should I contact for more information or if I am concerned about my child?

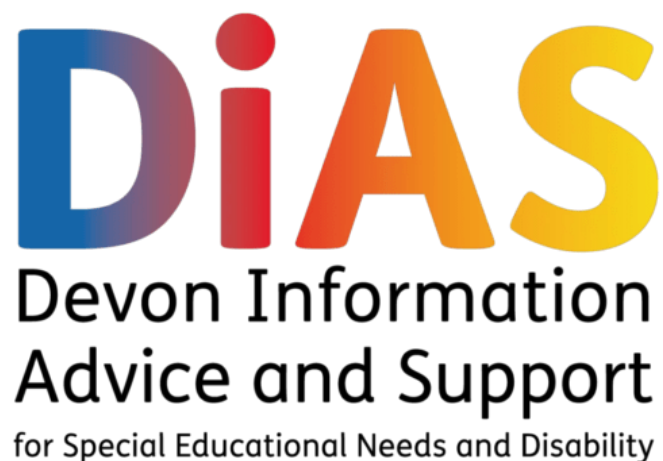
Your child's tutor should always be your first point of contact. They can then direct your concern to the right member of staff or escalate to their Progress Lead if necessary. Mrs is the named SENDCo and is responsible for the day-to-day operation of the SEND Policy. She can be contacted via email at Mrs is supported by the SEND Team.

How will TCS advise me if they have concerns about my child?

If we have concerns about any aspect of your child's school life, the most appropriate member of staff will contact you. This may be child's tutor, Progress Lead, keyworker, Assistant SENDCo or a member of the school's Senior Leadership Team. Staff may also use other opportunities such as your child's school report or progress evening to let you know about any concerns. If appropriate, the 'Assess, Plan, Do, Review' process will be used as part of the school's 'Graduated Response' to identify what needs to change and put in place support/strategies to help make this happen. In line with the SEND Code of Practice, we will always inform parents/carers if special educational provision is being put in place for your child and they are being placed on the school's SEND register.

What support does TCS have for me as a parent or carer of a child with SEND?

Your child's tutor, Progress Lead, and the SEND Team will be happy to offer any support they can. We can also signpost/refer you to other specialist support services such Disability, Advice and Support (DIAS).



Who can I contact for additional support or further information?

The Local Offer - <https://www.devon.gov.uk/education-and-families/send-local-offer/>
Devon Information Support and Advice Service (DIAS)
Devon Virtual School
Early Help

What if my child's needs are complex and I feel they can no longer be met by TCS's provision?

Where students have more complex needs, we will always do our best to make reasonable adjustments and devise an appropriate plan to meet their needs. We recognise however, that as a mainstream setting, it may not always be possible to fully meet the needs of every child and that sometimes this may mean that a move to an alternative/specialist provision is in the best interests of your child.

We understand that this can be an upsetting and confusing time for families therefore we will:

- Support you in understanding the process of an Education Health and Care Plan application if your child doesn't have one or arranging an 'Early Annual Review' if they do, so their placement can be reviewed.
- Put you in touch with support services that may be able to help.
- Ensure we follow the advice laid out by specialist professionals.
- Liaise closely with staff at your child's new school should one be identified to ensure the transition is as smooth as possible.

What should I do if I am not satisfied with a decision or what is happening?

Your first point of contact is always the person responsible – this may be your child's tutor, Progress Lead, the SENDCo, our Designated Safeguarding Lead or the Head Teacher. You are encouraged to speak to them first and explain your concerns. If you are not satisfied that your concern has been addressed, then please ask for the contact information for their line manager. If you still feel the issues are unresolved, then please follow the school's Complaints Procedure. If your concern is with the Local Authority, then please contact Devon County Council.