



Teignmouth Community School Exeter Road

SEND Information Report 2025-2026

(Part of the Devon Local Offer for Learners with SEND)

Key Contacts

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SENCO: Francesca Townsend

Assistant SENCO: Amy Kirkwood

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Teignmouth Community School Exeter Road (TCS) is a mainstream 11-19 school. At TCS the named SENCO is Francesca Townsend supported by the Assistant SENCO, 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 (November 2025).

Our School Vision for Inclusion and SEND:

At TCS, we believe that every learner has the right to be supported to be the best version of themselves.

We do this by encouraging students to work hard, be kind, and join in through the provision of a rich, well-rounded and ambitious curriculum, that challenges and supports students to reach their full potential and become active community members.

Our goal is to empower students to take charge of their learning and become independent as they prepare for the future, developing important skills like resilience, self-regulation, and responsibility. This involves students building self-confidence, learning to speak up for themselves, and finding strategies that work best to meet their unique needs.

By the time they leave TCS, students will be ready for their next steps with the confidence to manage their own learning.

The SEND Information report below explains how the school implements the SEND policy, including how your child may move through the school's graduated response for support using an Assess-Plan-Do-Review model.

Current SEND Population Context

The range of SEND supported within the school based on the current population of children with SEND is accurate as of the date of this report, but does change according to needs of pupils coming into or leaving the school, or as children's needs change over time.

October 2025 Cohort Data:

Year group	Monitoring	Targeted Provision (K)	EHCP	% on SEN Register (total K/E)	% with EHCP	Communication & Interaction Needs	Cognition & Learning Needs	Social Emotional and Mental Health Needs	Physical & Sensory Needs
7	5	13	4	15%	3.5%	7	6	4	1
8	22	13	2	10.6%	1.6%	4	6	6	0
9	7	15	6	13.3%	3.8%	3	7	8	0
10	15	11	1	8.3%	0.7%	5	4	3	0
11	5	14	4	12.9%	2.8%	9	6	3	0
Total	54	66	17	12.3%	2.5%	28	29	24	1

The process for identification of SEND and assessment of need.

Definition of Special Educational Needs

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

Under the SEND Code of Practice 2015 pupils are identified as having a special educational need (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. The Code of Practice Chapter 6.15 states: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision 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).

The definition of Disability used as Teignmouth Community School comes from the Equality Act (2010):

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

'substantial' is more than minor or trivial, for example it takes much longer than it usually would to complete a daily task like getting dressed;

'long-term' means 12 months or more, for example a breathing condition that develops as a result of a lung infection

Assessing for Special Educational and other needs

Student's information across many areas is used as a starting point for teachers and education professionals working with your child. This may include information relating to attendance, progress, conduct, engagement, medical and physical needs, welfare or mental health or prior attainment. Observations of the student in the classroom, as well as review of their learning and work, and in social interactions are completed by education staff as part of normal assessment procedures. This provides an understanding of potential needs used to form a 'picture of need' or 'working hypotheses to understand what learning and progression looks like for your child and to identify any areas of challenge as well as barriers or unmet needs which may be making things more challenging for them. Formal diagnostic assessments from external professionals working in conjunction with the school may add further

information to this 'picture of need' however a diagnosis is not necessary to formally identify a child as requiring Special Educational or other need.

Gathering a 'picture of need' over time

Children with Special Educational Need will have experienced this need usually from very early on in their lifetime. A child's brain will progress and develop differently with a Specific Learning Difficulty or a Neurodiversity, for example. There are often clues to this in early developmental information which can help with establishing the 'picture of need' for your child. To assist with understanding unmet needs a profile of early life experiences may be gathered.

In addition to this, prior to entry to TCS, educational professionals will gather important transitional information and complete schools' visits as well as undertaking classroom observations and, for more complex individuals, attend some primary school meetings.

Gathering a history of need and a 'picture of need' over time is very important in identifying the right next steps, as there are common ways a student will present with challenges, but the root cause of these may be different.

As part of this approach, we will assess and identify where there is concern that a student is exhibiting needs which are:

- **Persistent** (have been present for at least a year and often since birth, persisting despite support)
- **Pervasive** (impacting the student across social and academic contexts and limiting access)
- **Problematic** (causing significant difficulty for the young person in learning opportunities)

And, which are not being overcome by Ordinarily Available Inclusive Provision (OAIP), students will participate in further assessment using tools available to the school. Assessment tools used will be relevant to the needs of the child and reflective of the skills and expertise of staff in the context at the time of the assessment, and may involve the engagement of external agencies if appropriate.

The Graduated Response

The school follows a process called the 'Graduated Response' to identifying and supporting student needs and meeting these needs through identified provision. The cycle involves assessing need, planning to meet needs, putting in place provision and reviewing the effectiveness of this.

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 faculty, progress leads, Welfare and Engagement teams 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. Students may be added to 'monitoring' on the SEN register which is an internal record to raise a concern with staff that a child needs to be observed more carefully as different approaches are trialled and the impact of this monitored.

If support, which is additional to and different from, their peers is required for a persistent period of time with little to no impact over the child's progress, this sits within the school's 'SEND Support' stage. Your child will then be officially recorded on the Census as having a Special Educational Need and this data is shared with the Local Authority.

Some students may require support for complex needs which require bespoke or more advanced interventions, often across multiple areas of need and this requires an additional application for assessment by the Local Authority for have an Education, Health, and Care Plan (EHCP).

School staff will support individuals at a level appropriate to their needs through High Quality Inclusive teaching within the classroom. They will use professional curiosity, and reflective practice to adapt content to meet the needs of learners in their classroom and will refine and enhance their strategies by engaging with training and coaching, researching appropriate techniques, collaborating with colleagues across disciplines and departments, and reviewing the progress of learners regularly.

Intervention at Targeted Support and Beyond

Intervention and provision at TCS fall into the four differing levels. These levels are associated with different types of provision from Ordinarily Available Inclusive Provision; Monitoring additional adaptations; Targeted Support and intervention; Education Health and Care Plan provision.

Provision will be determined by the individual need and progress of a student. In most cases students will access universal and group wave interventions before they are placed in 1:1 intervention, as per guidance from the Code of Practice and the Graduated response.

The school follows the latest research in effective SEND support from the EEF, which states quality subject specialist teaching is the most effective support strategy. The majority of SEND students therefore attend all timetabled lessons and it is an expectation that this occurs as standard to include the student fully in school life.

Our training and expectations from classroom teachers ensure that all teachers are aware of students' individual needs and have the necessary tools to support students successfully. Our Teaching and Learning policy and values of Rosenshine's Principles and Doug Lemov's Teach like a champion are incredibly well researched and proven pedagogical strategies which work in harmony with supporting students with SEND.

We do not have additional or one to one adult support in many classes, again based on recent findings which show the limited value and use of teaching assistants in secondary education and preparation for adulthood. If an additional adult is present in a lesson they may work with different students in rotation, with the expectation that the Teacher provides support for those with the highest need and the additional adult supports the progress of other learners.

There are a range of set timed interventions which are run through our Learning Coaches, as well as subject specialist staff. Interventions that may be offered across the school include (not an exhaustive list): Engagement Mentoring; Reading wise and Fluency; Social stories and skills; Gross motor/ fine motor skills; zones of regulation and 'regulate and return' provision; Homework club; Social times group; Morning motivation; Speech and Language group; Numeracy support; Spelling support; Touch typing and use of assistive technology intervention; Regulation station. Whether a child is identified as SEN Support or has an EHCP, the intervention offered to them will be personalised and based upon the graduated response of assess, plan, do and review.

Provision is evaluated on the progress of the student and whether it is achieving the desired outcomes. Interventions are reviewed to measure a students' progress during the dedicated sessions for that particular intervention.

Staff Training and Development

All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support (every teacher is a teacher of SEND). In addition to this weekly Spotlights on student needs are held, and additional training occurs during morning briefing and PD Twilight sessions. Identification and accountability are the pillars in our approach to SEND support. Our learning coaches offer bespoke support for classroom teachers on additional needs presented by more complex students and then subsequently individual support strategies for students. This ensures quality teaching for all students.

Our SEND staff undertake both internal and external training, as a team and individually in their area of Expertise and all SENCOs within Ivy Education Trust attend 6 annual SEN Professional Learning Community Meetings which involve training and development opportunities. Sharing of good practice at all levels is promoted.

Student engagement

We actively encourage Education with Character, with students experiencing and taking part in events in and with outside their local community. This includes trips, team events, charity work and student leadership. We aim to limit any barriers that would limit students being able to attend and participate in such events. We would support creating adjustments and provision for students to participate in events, whether this is through keyworker support,

further risk assessments, grouping recommendations, flexibility in plans, or further training. Our anti-bullying policy and inclusive ethos seeks to ensure discrimination does not occur or the excluding of students by their peers.

Students and Families as co-participants in the decision making

TCS adopts a person-centred approach to needs assessment, provision planning and review. We are proud of the strong positive relationships we develop with parents and students, through being approachable and clear with our communication. Parents will receive communications regarding any interventions or support their child is accessing and will be able to contribute to this discussion in meaningful ways which will be dependent on the level of support need of the child. Engagement with SEN Parent carers or those with unmet needs who are in the process of needs identification and support may have contact with a wide range of school-based professionals across many disciplines and all of this contact constitutes SEN provision.

Transition processes

Transition is carefully planned at TCS both on entry and exit. Progress Leads, Welfare teams and SEN staff liaise and direct communications during these important time periods. Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For students arriving at Teignmouth School mid-year or at post-16 we have a comprehensive package of transitional support and liaise with partner organisations and schools to ensure that this is effective and supportive. This may also involve co-ordination of transition plans across the local authority, health organisations, and social care teams or through Early Help.

Transition opportunities include:

- Open days
- Transition visits
- Enhanced or extended transition opportunities
- Planning meetings between SENCOs
- File sharing and information gathering from multi-disciplinary teams
- Progress lead and welfare team visits
- Information events for parents and pupils

Students with an EHCP transitioning at KS3, KS4 or KS5 will have a phased transfer review meeting with relevant professionals invited and involved and parent carer and student views gathered.

Evaluation of the effectiveness of SEN provision

Success for SEND students at TCS is measured using a range of key performance indicators which are frequently reviewed and acted upon. We do not solely focus on academic success but also the positive experience of students within the school, ensuring they are able to achieve relative to wider social, emotional and developmental parameters. Our aim is to reduce any gaps or disparities between students with SEND and those without. This includes supporting students themselves to review academic progress, attendance, behavioural data and attendance to extra-curricular and enrichment opportunities.

This data does not however give us an insight into the experience or feelings of an individual, therefore student voice and parental contribution is also important to us in reviewing our provision. Demonstrating no limits and high ambitions is central to the approach to inclusion at TCS. In order to achieve this, our culture of high expectations is embedded from year 7 and throughout KS3 with students actively encouraged to develop resilience in their approach, regulation for learning and responsibility-taking to ensure that they gain their independence and leave TCS ready to face the new challenges presented by further Education, Training or Work.