



Special Educational Needs and Disability Policy 2026-2027

**Adopted by the Governors of
Teignmouth Community School
on 23.09.2026**

**To be reviewed and updated as required
and no later than September 2027**



A part of
IVY Education
Trust

1. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
2. <https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty>

This Policy seeks to promote the successful inclusion of pupils with special educational needs and disabilities at Teignmouth Community School (TCS).

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to:

- The SEND Code of Practice: 0 to 25 years (2015)
- Equality Act 2010: advice for schools, DfE (February 2013)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Sections 19(c), 26(3), 32 and 49 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014

Governor responsible for Inclusion (Disadvantaged and SEND) Samantha Horne

Headteacher: Rachel Wickham

Director of Inclusion and SENCO: Francesca Townsend

Assistant SENCO: Amy Kirkwood

Approved by Governors at their meeting of 23 September 2026

Date for next review: No later than September 2027

Definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Education Needs and Disability Code of Practice: 0-25 years January

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Philosophy

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.

1. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
2. <https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty>

Aims and Objectives

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them to achieve to their full potential, participate actively and develop their knowledge, skills and understanding to equip them for their next phase of education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, particularly those with inclusion needs and further develop their resilience, independence and advocacy in order to lead fulfilling and enabled lives within education and beyond.

Objectives:

- To identify and assess students with special educational needs and disabilities by gathering information from educators, parents/carers, health and care services (if appropriate, and settings prior to the child's entry into the school) and to make referrals for additional support external to the school where appropriate
- To plan appropriate provision to meet the needs of students with special educational needs and disabilities through a multi-disciplinary approach to intervention called 'the graduated response'. This response will be coordinated by leaders across pastoral, welfare, safeguarding, curriculum and SEN teams and will be carefully monitored and regularly reviewed in order to ensure that the provision represents the most effective and efficient approach to reducing barriers to learning.
- To use our best endeavours to ensure that a pupil with SEN gets the support they need, as deemed appropriate within the context of the school and available resources.
- To regularly monitor the progress and development of all pupils to aid the identification, progress and engagement of pupils with SEND.
- To use assessment information to identify appropriate provision to overcome all barriers to learning and to ensure pupils with SEND have full access to the National Curriculum and alternative pathways if appropriate. All leaders and teachers are responsible for planning to reduce barriers to learning.
- To ensure that students are assessed and monitored for access arrangements and that these are applied readily by all staff working with them through assessment periods, recording these arrangements robustly.
- To ensure that well-targeted professional development including training facilitates staff to achieve a high level of SEND expertise to meet a wide range of needs across the school.
- To ensure the arrangements identified in individual healthcare plans support pupils with medical conditions to gain access to all school activities. This will be achieved through consultation with health and social care professionals.
- To promote effective partnership and communication with parents/carers, pupils, children's service and all other agencies ensuring that:
 - learners express their views and are fully involved in decisions which affect their education;
 - parents/carers are informed of their child's special needs, and work with them to gain a better understanding of their child, and involve them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress;
 - There is co-operation and productive partnerships with the Local Authority and other external agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners;
- To ensure that the environment created, where physically possible, meets the special educational needs of each child in order that they can achieve their learning potential and can be included in activities alongside their peers/pupils who do not have SEND.
- To work directly with the Local Authority to advocate for, and support the development of, efficient, high-quality, cost-effective support for students with SEN.
- To support young people with SEN to benefit from robust 'preparation for adulthood' opportunities that enable them to plan for ongoing engagement with education and future careers.

1. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
2. <https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty>

- To ensure that all students, regardless of disability, are enabled to participate fully and to make reasonable adjustment in order for them to do so, following the principles of disability as defined 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'* Further definitions can be sought within the Act itself.

Reasonable adjustments applied by TCS are subject to the same considerations as other organisations. The law does not explicitly define what is reasonable, and this is a decision based by the leaders of the school based on various factors which influence whether a particular adjustment is considered reasonable.

When deciding whether an adjustment is reasonable TCS may consider the following non-exhaustive criteria:

- how effective the change will be in avoiding the disadvantage the disabled student would otherwise experience
- its practicality
- the cost
- the organisation's resources and size at the time of the decision
- the availability of financial support.
- The health and safety of other students or staff

Areas of Special Educational Need

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.'* Special Educational Needs are defined within one or more of the following categories of need as identified within the Code of Practice (2015):

Cognition and Learning needs
 Social, Emotional and Mental Health needs
 Communication and Interaction needs
 Sensory and/or Physical needs

TCS adopts a wider principle of and definition of inclusion, identifying and supporting unmet needs which may, or may not, call for additional provision whether they meet the threshold for delineation as a Special Educational Need under the classifications provided by the SEND Code of Practice (2015) or not. As a result, students who are not formally defined as having a Special Educational Need may have provision which is different from, or additional to, that normally available to pupils of the same age. An example of this might be where a child is being supported through welfare support, emotional support, or medical support provision or as a result of English as an additional language provision.

A Graduated Response to Special Educational Needs and/or Disabilities

The progress made by all pupils is regularly monitored and reviewed as part of high quality, adaptive teaching and Ordinarily Available Inclusive provision. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the direction of the class teacher using an adaptive and responsive assess, plan, do, review model. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a pupil's progress, despite support and high-quality inclusive teaching using an assess, plan, do, review (APDR) model, the class teacher, or other inclusion professionals (where the need is primarily social or emotional), will seek advice from the SENCO and/ or inclusion team members. Evidence from the class teacher's (APDR) will be submitted as part of the SEND referral process. The learning support team will then assess if a pupil has a significant learning difficulty and agree

1. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
2. <https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty>

appropriate support or reasonable adjustments. When the school is considering whether a pupil has a special educational need one or more of the concerns below may be observed:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy, mathematics or co-ordination skills which result in poor attainment in some curriculum areas;
- Has persistent, pervasive and significantly problematic emotional, social or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, and these needs are not able to be attributed to adverse life experiences;
- Has Sensory or Physical needs that require additional specialist equipment or regular advice or visits by a specialist service in order to be able to maintain active participation in the full life of the school;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships, creates significant challenge in communicating well and causes a substantial barrier to learning.

The Graduated Response

Where a pupil is identified as having, or potentially having SEN, the learning support team, teachers and wider school and external professionals (if involved) will act to support effective learning by reducing or removing any barriers to learning by providing special educational provisions, interventions or adaptations.

This is known as 'The Graduated Response' and includes a monitored cycle of reflective professional practice involving stages of refined response: 'assess, plan, do, review' as outlined in detail below:

Assess: In identifying a pupil as needing SEN Monitoring, or SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: The student will meet with the class teacher, pastoral, welfare or SEN professionals to plan for support to be put in place. The plan will clearly identify the areas of needs, the desired outcomes, interventions or strategies, including any teaching strategies or approaches, and / or potential interventions that are required. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge. This support will be shared with parents and they will be given opportunities to reflect on this with teachers, or inclusion professionals.

Do: The class teacher will embed adaptive strategies within the classroom, using a professionally curious and response approach. They remain responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Class teachers will work responsively and reflectively with wider colleagues to embed adaptations, utilising the knowledge base of their Head of Faculty, Progress Lead and Safeguarding and Welfare team to assist them. They will enact the plan and regularly re-visit training they have received on High Quality Inclusive Teaching and Relational practice, to ensure that the strategies they are utilising are effective and research-backed and are ensuring that they are impactful upon the student's progress. The SENCO and wider Learning Support Professionals will support class teachers in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support. The class teacher remains responsible for delivering the

1. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
2. <https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty>

curriculum in an accessible way and supporting the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher.

Review: The review of a child's progress will be made regularly throughout the school year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teachers, in conjunction with the Head of Faculty, Progress Lead, wider inclusion professionals and SENCO, will revise the support and outcomes based on the pupil's progress and development and make any necessary adjustments to move the pupil forward.

This will be carried out in consultation with parents/carers and the pupil.

During this process, TCS may add the student to the SEN Register. Students can be added to the SEN register at the following levels:

'Monitoring'- meaning that Ordinarily Available Inclusive Provision is being more heavily adapted for the student to enable full participation in learning;

'Targeted Support' (K)- in which they are formally recorded as having Special Educational Needs on the SEN register for sharing with the Local Authority and receive what is known as 'targeted' provision, often with varying levels of specific intervention planned according to need.

'Educational Health and Care Plan'- in which they are in receipt of high needs funding to enable more complex intervention and support strategies to be put into place.

The Graduated Response may involve a multi-disciplinary approach and will involve an extended APDR cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. Sometimes this support may be delivered through welfare or pastoral processes rather than Special Educational provision. The pupil will move through different waves of provision which can either be increasing or decreasing in their support, relative to progress over time.

The school will notify parents/carers that additional support is being offered and share with them the provision or support strategies that are being put in place. This will be reviewed regularly termly (three times per year), led by professionals, with the child, wider school staff, and parents informed of any additional updates or actions.

Further details of Devon's Graduated Approach can be found here:

<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/targeted/the-graduated-approach/>

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from, or additional to, that which is normally available as part of high quality and inclusive teaching they will no longer be seen as requiring SEN monitoring or support. At this point the pupil will be removed from the school's SEN register and parents will be informed of the rationale behind this decision, as well as given the opportunity to discuss this action.

Students can move up and down the SEN register according to acute or chronic needs, although it is more likely that Students will step down the SEN register over time where provision has been successful at meeting their needs and enabling good academic progress.

Statutory Assessment of Education, Health and Care (EHC) needs

1. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
2. <https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty>

A small number of pupils whose needs are complex and long term, demonstrating a need which is persistent and significantly impactful to engagement and achievement, whose needs have not been well met at targeted provision, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the Graduated Response process, will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment (EHCNA). This process is subject to the school, parent, or other professional being able to evidence that it can meet the required threshold under section 36(8) of the Children and Families Act 2014.

(8) The local authority must secure an EHC needs assessment for the child or young person if, after having regard to any views expressed and evidence submitted under subsection (7), the authority is of the opinion that:

(a) the child or young person has or may have special educational needs, and

(b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

The process of requesting a EHC Needs Assessment may, or may not, result in an Education, Health and Care needs assessment being completed or a Plan being created by the Local Authority. TCS staff will utilising their knowledge of the appropriate law to support parents to navigate this process.

Parents have the right to appeal against a decision not to initiate a statutory assessment and also to appeal any decision not to issue a plan following on from a successful EHC Needs Assessment.

Information to support parents with this is via the Devon County Council website link:

<https://www.devon.gov.uk/education-and-families/SEND-local-offer/>

As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is: <https://www.devonias.org.uk/>

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. Schools have a duty to co-operate therefore TCS will hold annual review meetings on the behalf of Devon Local Authority (LA) and complete the appropriate paperwork for this process. The process will follow the procedure for Annual review as outlined in the SEN Regulations (2014).

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Teignmouth Community School we follow JCQ Access Arrangements and Special Consideration Regulations and Guidance to inform our assessment of Access Arrangements. The qualified SEN Assessor makes assessments for concessions where appropriate using evidence as required under these regulations. The Assistant SENCO is trained in JCQ requirements and works closely with the Exams Officer. Regulations change on a yearly basis and the update training is attended by the SEN Assessor. Diagnostic testing as well as history of need and normal way of working provide the evidence for the application. The SENCO works closely with all teaching staff in completing the application to the awarding bodies.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly by class teachers. This may take the form of school reporting cycles, access arrangements reviews, pupil passport reviews, SEN register reviews and individual learning plan reviews as well as other processes such as Team around the Family meetings, Child in Need meetings or attendance planning.

Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked by teaching staff termly and

1. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
2. <https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty>

where pupils are not making sufficient progress additional information is sought and appropriate action taken through Heads of Faculty, Progress Leads and through collaboration with the Learning support team and wider in-school professionals and communication with parents.

SEND Funding

Schools receive a basic entitlement funding, sometimes referred to as Element 1, the AWPU (Average Weighted Pupil Unit). Schools are expected to meet the needs of all learners from this allocation. Additional funding which comes into school for pupils with SEND is allocated according to various data contexts and other demographic factors. Pupils who are identified as having a Special Educational Need are supported using this additional funding – usually referred to as Element 2. This funding is used to support Inclusion needs as a part of the graduated response including securing the roles of wide range of support staff. The high needs block funding for pupils who require a bespoke arrangement (which is an Education, Health & Care Plan - EHCP) is allocated per pupil upon application by the school with evidence of rationale for need. The Local Authority make decisions about how much this top up funding will be per pupil. This is referred to as Element 3. Within this Element, there are descriptors which define the levels of funding allocated.

The Local Authority, under the Children and families Act (2014) section 42(2), **must** secure the specified special educational provision for the child or young person. Where an EHCP Section F provision remains unfunded despite requests from Teignmouth Community School to the Local Authority for funding to meet the specified provision, Teignmouth Community School will make its 'best endeavours' under the SEN Code of Practice (2015) to secure the provision, as far as financial resources enable. There may be situations in which provision in section F remain unsecured due to lack of financial resource provided by the Local Authority. In this case, the parent carer will be informed and TCS and Ivy Education Trust will use every available opportunity to address and resolve this situation with the Local Authority.

Section 66 of the Children and Families Act 2014 says:

"If a registered pupil or a student at a school or other institution has special educational needs, the appropriate authority must, in exercising its functions in relation to the school or other institution, use its **best endeavours** to secure that the special educational provision called for by the pupil's or student's special educational needs is made."

A full explanation of Devon SEND funding to schools can be found at: <https://www.devon.gov.uk/education-and-families/SEND-local-offer/money/>

At TCS, we review our SEND budget throughout the year and allocate our SEND funds carefully in order to support our SEND cohort.

Responsible Persons

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, SENCO and all members of staff have important roles and responsibility to support pupils with SEND.

The Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCO. This person must be a qualified teacher and must hold the National Award for SEND Coordination (if appointed after 2008) within 3 years of appointment.

1. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
2. <https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty>

- inform parents/carers when they are making special educational provision for a child
- prepare and publish an annual SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Headteacher is responsible for:

The day-to-day management of all aspects of the school's work, including provision for educational needs.

- Keeping the Governing Body informed of all developments with regard to SEND.
- Informing parents of the fact that SEND provision has been made for their child.

The SENCO role involves:

- Overseeing provision for children with SEND. (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with, supporting advising and training teachers whenever necessary.
- Interpreting legal requirements for staff, parents and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Liaising with parents/carers of children with SEND.
- Organising and delivering in-service training in order to meet the needs of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the Assess, Plan, Do Review (APDR) process for all SEND pupils.

Parents/carers of a child with SEND support will have the opportunity to meet with the SEND team at least twice a year formally. The SENCO is happy to meet with parents/carers, with prior arrangement, whenever possible.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing quality first teaching, differentiated for individual pupils if identified above universal provision. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning.

This process should include working with the SENCO to carry out a clear analysis of the pupil's needs, utilising the teacher's assessment and experience of the pupil as well as previous progress and attainment.

- Teaching assistants will liaise with the class teacher and SENCO on planning for learning, on the pupil's response, and on the progress being made so support staff can contribute effectively to the graduated response, (assess, plan, do, review).

Training and Development

Training needs are identified in response to the needs of all pupils and the context of our School.

All teachers are required to undertake continuing professional development related to supporting SEN learners, which will often be delivered through Teaching and Learning INSET. Learning support, wellbeing and pastoral staff are supported with specific training according to their areas of speciality in numeracy, literacy, emotional literacy, social skills, neurodiversity, pastoral support for mental health and wellbeing, trauma-informed practice and supporting behaviour that challenges.

The whole school attends training sessions led by the SENCO, who also offers optional training in

1. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
2. <https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty>

specific areas of needs through morning briefings, and drop-in sessions.

All members of teaching staff discuss the progress of all pupils and the support and provision that is being offered to them through their subject lead and this is an integral part of planning for adaptive teaching as part of curriculum development. The SENCo is involved in these conversations if the progress of a student with SEND is not in line with expectations. The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance, including work within and across curriculum areas designed to develop collaborative solution-finding for students with additional needs and through the coaching model.

Pupil Voice

The Code of Practice 2015 has a theme throughout which highlights the importance of the views of SEND pupils. At TCS we will always endeavour to ascertain pupils' views for reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents.

Teaching Assistants will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

Children with Medical Needs

TCS recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school/academy will comply with its duties under the Equality Act 2010. A centralised medical register is held and regularly updated.

Arrangements that are in place to support pupils with medical conditions can be found by accessing the school's Medication Policy for further details.

Accessibility

The Disability Discrimination Act 1995 (DDA) as amended by the SEND and Disability Act 2001 and the Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current Accessibility Plan and Disability Policy please contact the SENCO or see TCS Accessibility Plan on the school website.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children. At TCS, the Designated Teacher (DT) with responsibility for Children in Care is Chris Darvill (Chris.Darvill@teignmouthschool.co.uk)

Working in partnership with Parents and Carers

TCS will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept up to date about the Special Educational Needs of their children in accordance with the recommendations outlined in the Code of Practice. Communications between home and the school will be consistently maintained: this could be via email, phone calls, Arbor or review meetings.

Parents/carers will be fully consulted before the involvement of external support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS). These are able to provide impartial and

1. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
2. <https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty>

independent advice, support and information on special educational needs and disabilities.
<https://www.devonias.org.uk/>

External Support Services

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or disabilities.

Liaison with external agencies supplements the support and assessment of the needs of individual pupils will be made where this opportunity is available and is subject to the ever-changing local context for NHS-run and Local Authority run support services as well as financial constraints. Availability of external support services cannot be guaranteed by the school although every attempt to engage them will be made.

Transition Arrangements

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For students arriving at Teignmouth School and post-16 we have a comprehensive package of transitional support that is put in.

This includes:

- Open days
- Transition days
- Planning meetings between SENCOs
- Progress lead and welfare team visits where required
- Information events for parents and pupils

Students with an EHCP transitioning at KS4 or KS5 will have a phased transfer review meeting

Responding to Complaints

The procedures for making a complaint against the school are outlined in the School's Complaints Policy. The policy can be accessed via the school's website or via the school office. All concerns or enquires about a pupil with special education needs and/or disabilities or the SEND provision should be dealt with by the class teacher, the SENCO or the Headteacher. If a parent/carers does not feel an issue has been resolved effectively please refer to the School's Complaints Policy.

General Data Protection Regulation (GDPR) 2018

TCS collects, uses and stores information about its pupils and may receive information about them from their previous school. This information helps us:

- Support teaching and learning
- Follow and report on pupil progress
- Provide the right care and support for its pupils
- Understand how well the school is doing as a whole

The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; special educational needs; and any relevant medical information.

We are required (through GDPR) to take care of all information and we take this responsibility seriously. We will not give information to anyone outside the school without consent unless the law and our rules

1. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
2. <https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty>

permit it. We are required by law to pass some information to the Local Authority (LA), and the Department for Education (DfE).

If you require more information about how the Local Authority store this data, you can visit the following website: https://www.devon.gov.uk/accesstoinformation/information_request/data-sources-and-recording/

Please also refer to the Data Protection Policy on our school website

USEFUL CONTACTS

For Education: <https://www.gov.uk/learners-with-special-educational-needs/overview>

Devon County Council: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-SEND-local-offer>

SEND DIAS Devon: <https://www.devonias.org.uk/>

Reviews

Version #	Date	Amended By	Nature of Change
1	14/03/2013	Kelly Ray	One school policy.
2	30/04/2014	Michelle Milton	Update
3	08/09/2014	Michelle Milton	Update to reflect changes in the SEND Code of Practice
4	10/01/2015	Manda Stone	Inclusion of the Accessibility Plan from the Disability Equality Scheme
5	12/03/2018	Justine Housecroft/Scott Deeming	New policy – rewrite to reflect changes in SEND at ML and ER
6	02/09/2018	Justine Housecroft	Annual policy review
7	02/09/2019	Justine Housecroft	New policy
8	01/09/2019	Justine Housecroft	Annual policy review
9	08/09/2020	Justine Housecroft	Annual policy review
10	15/09/2021	Justine Housecroft	Annual policy review
11	12/09/2022	Justine Housecroft	Annual policy review
12	24/09/2023	Nicola Lee	New policy – reflect a greater depth around graduated response, areas of SEND need and funding.
13	29/09/2023	Local Governance Officer	Minor grammatical errors following approval at Local Governing Board meeting on 27/09/23
14	23/09/2024	Amy Kirkwood	Annual Policy Review
15	14/11/2025	Francesca Townsend	Annual Policy Review
16	18/09/2026	Francesca Townsend	Annual Policy Review

1. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
2. <https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty>