

Teign School
Special Educational Needs and Disabilities (SEND) Information Report

Academic Year 2026 to 2027

Reviewed: August 2026 | Next review: August 2027

If you would like this report in another format, or would prefer to discuss it rather than read it, please contact John Reid, Assistant Headteacher and SENDCo, on 01626 366969 or email sen@teignschool.org.uk. A paper copy can be provided free of charge on request.

Useful contacts

Contact	Details	Link or email
School SENDCo	John Reid, Assistant Headteacher and SENDCo. Tel: 01626 366969	sen@teignschool.org.uk
Devon SEND Local Offer	Information about SEND services and support in Devon.	Devon SEND Local Offer
Devon Information Advice and Support (DIAS)	Impartial information and advice for children and young people with SEND and their parent carers. Tel: 01392 383080	devonias@devon.gov.uk / devonias.org.uk

About this report

This report explains how Teign School identifies, supports and reviews provision for students with special educational needs and disabilities. It is written for parents, carers, students and professionals and should be read alongside the school SEND Policy, Accessibility Plan, Behaviour Policy, Attendance Policy, Safeguarding Policy and Complaints Policy.

This report is published on the school website and is reviewed annually. Any significant in-year changes will be updated as soon as possible.

1. The kinds of SEND provided for at Teign School

Teign School is an inclusive mainstream secondary school with a sixth form. We support students across the four broad areas of need in the SEND Code of Practice:

Broad area of need	Examples of needs supported at Teign School
Communication and interaction	Autism, speech, language and communication needs, expressive and receptive language difficulties, processing difficulties, and social communication needs.
Cognition and learning	Moderate learning difficulties, specific learning difficulties such as dyslexia, dyspraxia and dyscalculia, and students with complex learning profiles.
Social, emotional and mental health	Anxiety, social anxiety, attention and concentration difficulties, low mood, emotionally based school avoidance, self-esteem difficulties and wider SEMH needs.
Sensory and/or physical needs	Sensory processing differences, hearing impairment, physical disability, medical needs and access needs.

2. How we identify SEND and use Devon's graduated approach

We identify SEND when a student has a learning difficulty or disability that calls for special educational provision to be made. The first response is high-quality inclusive teaching, reasonable adjustments and whole-school systems for monitoring progress and wellbeing.

Teign School follows Devon's graduated approach. This is a continual Assess, Plan, Do, Review cycle, underpinned by Ordinarily Available Inclusive Provision. Support becomes more personalised where a student is not making expected progress or where barriers to learning remain.

Stage	What happens	What this means in school
Foundation	Ordinarily Available Inclusive Provision	High-quality inclusive teaching, reasonable adjustments, accessible routines and whole-school systems for assessing, planning, implementing and reviewing progress.
Trigger	Not making expected progress	Staff review progress, attendance, behaviour, wellbeing, student voice, parent/carer information and any previous provision.
Assess	Identify strengths and barriers	Teachers, pastoral staff, Learning Coaches and the SENDCo consider evidence including assessments, prior attainment, classroom presentation, comparison with peers, parent/carer views and student views. External advice is sought where appropriate.
Plan	Agree outcomes and provision	The school agrees outcomes, adjustments, interventions, responsibilities and a review date with the student and parent/carer. Support is recorded on the school information system and shared with relevant staff.
Do	Put support in place	The subject teacher remains responsible for teaching, learning and progress. Support is delivered in class and, where needed, through targeted intervention, Learning Coach support, SENDCo input or external agency advice.

Stage	What happens	What this means in school
Review	Evaluate impact and decide next steps	The school reviews whether support has happened as planned, whether it is making a difference, and what should continue, change, reduce or increase.
Repeat or adjust	Continue the cycle as needed	If progress is good, SEN support may reduce or no longer be needed. If barriers remain, the cycle repeats with more personalised support, more frequent review and/or specialist advice. EHCPs are reviewed at least annually.

3. Assessing and reviewing progress towards outcomes

- Teachers assess students' progress throughout the year through classwork, assessment information, learning walks, book looks, student conversations and internal tracking.
- Students receiving SEN support have provision and outcomes reviewed regularly. Parents/carers and students are involved in reviewing what is working and agreeing next steps.
- Students with an Education, Health and Care Plan (EHCP) have their EHCP reviewed at least annually. The school also reviews progress towards EHCP outcomes during the year.
- Provision and interventions are monitored through Edukey and internal provision tracking. Reviews consider attendance, behaviour, wellbeing, engagement, progress from starting points and student/parent voice.

4. Our approach to teaching students with SEND

Teachers are responsible for the progress and development of all students in their classes, including students with SEND. Our expectation is that students with SEND access ambitious teaching and a broad, balanced curriculum with appropriate adaptations.

What teachers do	Examples of classroom adaptations
Plan from students' needs and profiles	Use Pupil Profiles, learning plans and teacher knowledge to understand barriers and strengths.
Adapt teaching without lowering expectations	Chunk instructions, use modelling, scaffolds, key vocabulary, retrieval support, structured questioning and worked examples.
Support communication and interaction	Use clear routines, predictable language, visual supports, processing time, explicit expectations and preparation for change where needed.
Support cognition and learning	Use writing frames, graphic organisers, pre-teaching, overlearning, reading support, assistive technology and targeted literacy/numeracy intervention.

What teachers do	Examples of classroom adaptations
Support SEMH and engagement	Use relational practice, agreed regulation strategies, check-ins, calm routines, trusted adults and anxiety-aware approaches.
Support sensory and physical needs	Use reasonable adjustments such as seating plans, movement breaks, work/rest systems, lift access, laptops or specialist equipment where needed.

5. Additional support and provision

Provision is matched to need and reviewed for impact. Some students receive short-term targeted intervention, while a smaller number need more personalised or specialist support.

Area	Universal support	Targeted support	Specialist or personalised support
Communication and interaction	Inclusive teaching, routines, clear language, processing time, structured discussion.	Pupil Profiles, social skills support, Lego therapy where appropriate, Communication and Interaction strategies.	Advice from specialist services such as Communication and Interaction Team, Educational Psychologist or Speech and Language Therapy where appropriate.
Cognition and learning	Scaffolding, modelling, vocabulary teaching, reading support, writing frames and adaptive teaching.	Lexia, Fresh Start Phonics, paired reading, handwriting, typing, numeracy intervention, homework support, exam access evidence.	Educational Psychologist advice, precision teaching, assistive technology and personalised intervention.
Social, emotional and mental health	Tutor, Leader of Personal Development, Wellbeing Officer, relational approaches, calm routines and pastoral support.	REACH support, The Nest, Goldfish Bowl, co-regulation, self-esteem/anxiety intervention, school counselling route, KOOTH signposting, Young Carers support.	Educational Psychologist, CAMHS/health referral routes, social care or other external agency involvement where appropriate.
Sensory and/or physical	Accessible environment, reasonable adjustments, teacher support, seating plans and classroom adaptations.	Pupil Profiles, exam access arrangements, laptop use, work/rest systems, Funfit or physiotherapy advice where appropriate.	Specialist equipment and advice from Occupational Therapy, Physiotherapy, Sensory Support or ICT specialists where appropriate.

6. Adaptations to the curriculum, learning environment and wider school life

- The school site is wheelchair accessible, with lift access and disabled toilets.
- Reasonable adjustments are made so students with SEND can access lessons, movement around school, unstructured time, trips, clubs and enrichment activities wherever possible.
- A small number of students may have a personalised curriculum where this is needed to meet individual needs, including use of school-based provision and, where appropriate, external or alternative provision.
- Exam access arrangements are considered where there is evidence of need and where arrangements reflect a student's normal way of working, in line with JCQ requirements.
- The school Accessibility Plan is published on the school website and should be read alongside this report.

7. Support for emotional and social development

- Every student has a tutor and access to pastoral support through the house/year team.
- Students follow a personal, social, health and economic education programme that includes wellbeing, relationships, online safety, anti-bullying and personal development themes.
- Students with additional social, emotional or mental health needs may access targeted support through REACH, The Nest, Goldfish Bowl, Learning Coach intervention, emotional literacy approaches, mentoring, relational support, counselling routes and external agency support where appropriate.
- Safeguarding concerns are managed through the school safeguarding team. Students who are looked after by the local authority are supported through the designated teacher and wider pastoral/SEND systems.

8. Staff expertise and training

- The SENDCo holds the National Award for SEN Co-ordination. The Inclusion Team includes Assistant SENDCos and Learning Coaches who support students across the school.
- Learning Coaches deliver targeted literacy, numeracy, regulation, mentoring and access support, depending on student need and staff training.
- Teaching and support staff receive continuing professional development during the year. Training priorities are informed by student need, school monitoring, external advice, statutory updates and provision review.
- Specialist expertise is secured through consultation or referral to external professionals where this is appropriate and where consent or statutory processes require it.

9. Working with other professionals

Where appropriate, the school works with education, health and social care professionals. This may include:

- Communication and Interaction Team
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Sensory Support
- Children and Family Health Devon and CAMHS routes
- School nurse or health professionals
- Social care and Early Help
- Careers South West and Preparing for Adulthood services

10. Parent/carers and student involvement

Partnership with parents, carers and students is central to effective SEND support.

Parents and carers can be involved through	Students can be involved through
Meetings with tutors, teachers, pastoral staff, SEND staff or senior leaders where appropriate.	Learning conversations with tutors, teachers, Learning Coaches and pastoral staff.
Tutor Day, parents' evenings, review meetings and EHCP annual reviews.	Student voice, review contributions, EHCP annual review views and attendance at meetings where appropriate.
Parent voice activities, surveys and communication through Edukey or school systems.	Student Council, Student Voice and feedback about provision.
Teign Community Hub, Weekly Drop In Clinics and wider community support routes where relevant.	Transition activities, taster days and preparation for adulthood discussions.

11. Transition and preparation for adulthood

- Year 6 to Year 7 transition includes communication with primary schools, information sharing and additional transition opportunities where needed.
- Students moving between year groups or key stages may receive additional planning where change is likely to create barriers to attendance, learning or wellbeing.
- Students in Years 10 to 13 receive careers education, information, advice and guidance. Where appropriate, Preparing for Adulthood outcomes are discussed through EHCP reviews and support planning.
- For students moving to college, sixth form, training, apprenticeships or employment, the school works with families and receiving providers to support positive transition.

12. How we evaluate the effectiveness of SEND provision

We evaluate SEND provision using a range of evidence rather than one single measure. This includes:

- Progress from starting points and progress towards individual outcomes.
- Attendance, punctuality, behaviour, engagement and wellbeing information.
- Intervention entry and exit data recorded through Edukey or provision tracking.
- Student voice and parent/carers feedback.
- Learning walks, book looks, teacher feedback and SEND review meetings.
- EHCP annual review evidence and advice from external professionals.
- SEND reporting to senior leaders and the designated SEND governor/trust oversight route.

13. Concerns or complaints about SEND provision

Parents and carers are encouraged to raise concerns early so that difficulties can be resolved quickly.

Type of concern	Who to contact first
Subject or classroom concern	The subject teacher or Head of Department.
Pastoral, attendance or wellbeing concern	Tutor, Wellbeing Officer or pastoral/year team.

Type of concern	Who to contact first
SEND concern	John Reid, Assistant Headteacher and SENDCo, via sen@teignschool.org.uk or 01626 366969.
Safeguarding concern	The school safeguarding team via the main school number.
Unresolved concern	If the concern remains unresolved, parents/carers should use the school Complaints Policy on the school website.

14. SEND funding

The school receives notional SEN funding as part of its overall budget. Where students require support above ordinarily available provision, additional funding may be allocated according to assessed need and local authority processes. Funding is used flexibly to support staffing, training, intervention, resources, specialist advice and reasonable adjustments.

15. Useful links

- [Devon SEND Local Offer](#)
- [Devon graduated approach and Ordinarily Available Inclusive Provision](#)
- [DIAS: Devon Information Advice and Support](#)
- [SEND Code of Practice: 0 to 25 years](#)
- [What academies must publish online](#)

Appendix: statutory coverage checklist

This checklist is included to show where statutory SEN information report requirements are addressed. It can remain in the website PDF or be removed if the webpage itself contains these headings.

Required information	Where covered in this report
Kinds of SEN provided for	Section 1
Identifying and assessing SEN, including SENDCo contact details	Useful contacts and Section 2
Consulting parents and involving them in education	Section 10
Consulting young people and involving them in education	Section 10
Assessing and reviewing progress towards outcomes	Section 3 and Section 12
Supporting transition and preparation for adulthood	Section 11
Approach to teaching students with SEN	Section 4
Adaptations to curriculum and learning environment	Sections 4, 5 and 6
Staff expertise and training, including specialist expertise	Sections 8 and 9
Evaluating effectiveness of provision	Section 12
Enabling students with SEN to engage in wider activities	Section 6

Required information	Where covered in this report
Support for emotional and social development	Section 7
Involving other bodies, including health and social care	Section 9
Handling complaints about SEN provision	Section 13
Link to the local authority Local Offer	Useful contacts and Section 15