



Special Educational Needs and Disability (SEND) Information Report for Teign School 2025-26

(If you would like to discuss this report rather than reading it, please contact John Reid, SENDCO, on 01626 366969)

Useful contacts:

1. Devon's SEND Local Offer:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

2. Devon Information and Advice Support for SEND (DIAS): information and advice to support children and young people aged 0 – 25 years with SEND and their parents and carers:

<https://www.devonias.org.uk/>

EMAIL: devonias@devon.gov.uk

TEL: 01392 383080

3. John Reid, Assistant Headteacher, SENDCO

TEL: 01626 366969 (Inclusion)

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The kinds of Special Educational Needs and Disability (SEND) of our students

As an inclusive mainstream school, we aim to use our best endeavors to ensure that a child with SEND receives the support they need because:

‘All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training’ (*SEND Code of Practice: 0 to 25 years, 2014*)

Our students have a range of needs including:

Area of need	Specific kinds of need at Teign School
Cognition and learning	<ul style="list-style-type: none"> ↗ Moderate Learning Difficulties (MLD) ↗ Specific Learning Difficulties (SPLD), e.g. dyslexia, dyspraxia, dyscalculia ↗ Complex needs – those affected by multiple cognition and learning needs
Communication and interaction	<ul style="list-style-type: none"> ↗ Autism Spectrum Disorder (ASD) ↗ Speech, Language and Communication (SLCN) ↗ Expressive and/or receptive language ↗ Processing difficulties ↗ Difficulties with social interaction
Sensory and/or physical needs	<ul style="list-style-type: none"> ↗ Sensory processing difficulty ↗ Hearing impairment ↗ Physical Disability
Social, emotional and mental health difficulties	<ul style="list-style-type: none"> ↗ Attention Deficit Hyperactivity Disorder (ADHD) ↗ Anxiety ↗ Social anxiety ↗ Eating Disorders ↗ Depression

How we identify SEND and use the graduated response

In line with the *Special Educational Needs and Disability Code of Practice: 0-25*, we use the following criteria to identify SEND:

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

*Have a significantly greater difficulty in learning than the majority of others of the same age
or Have 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 colleges or mainstream post-16 institutions.'*

Identifying SEN using 'The Graduated Response'

Step 1: Achievement for All

- **Universal offer for all students:** high quality inclusive teaching adapted/differentiated to meet student needs
- **Whole school systems** for assessing, planning, implementing and reviewing progress

Step 6: REVIEW

- ↗ Effectiveness of support, interventions and impact is reviewed by agreed date.
- ↗ Subject teacher, working with SENDCO, should revise the support in light of a pupil's progress and development, deciding on any changes to support and outcomes in consultation with parent and pupil.
- ↗ If a child has an Education Health Care Plan must be reviewed every 12 months.

Step 5: DO

- Class teacher's responsible for working with the student.
- Class teacher's still responsible for any 1:1/ small
- Teacher works with Learning Coaches/ external agencies to assess impact of support and interventions and how they are linked to classroom teaching.
- SENDCO supports class teacher with further assessment of student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Step 2: Inadequate progress

The first response should be high quality teaching delivered by the teacher which is targeted at the student's areas of weakness.

Step 3: ASSESS for SEN

The subject teacher, working with the SENDCO, should assess whether the child has SEND by carrying out a clear analysis of the student's needs using:

- teacher's assessment and experience of the student using Graduated Response Classroom tools
- previous progress and attainment;
- other subject teachers' assessments where relevant;
- comparison to peers and national data;
- views and experience of parents;
- pupil's own views;
- advice from external support services, if relevant (Where professionals are not already working with the school, the SENDCO should contact them if the parents agree.).

Step 4: PLAN

Create a SEND Support Plan if a student has SEND:

- Teacher and the SENDCO agree in consultation with the parent and the student the adjustments, interventions and support, as well as expected impact on progress, development or behaviour, with a clear date for review;
- Record on school information system

How we evaluate SEND and impact for students

We track the effectiveness of our interventions through a Provision Tracker on Edukey. This shows the progress that a student has made by identifying: the desired outcome; where a student is at the start of the intervention; where they are at the end of the intervention; and the next steps needed for a student to progress further. Interventions are reviewed termly.

For students who have a Statement of Special Educational Needs or an Education, Health and Care Plan, we review the targets from their EHCPs at least three times a year including during their annual review.

For students with SEN Support, targets are reviewed three times a year including on the tutor day.

During the year, the SENDCo reports on SEND in SLT meetings and meets with the designated SEND governor.

To involve parents/carers and students in the evaluation process, we also use Student Voice and Parent Voice questionnaires. Our Edukey software enables pupil learning plans to be shared with parents in real time.

How we assess and review the progress of students with SEND

We assess our students' achievement every half-term term. Progress is compared against targets. At the end of Year 11 and Year 13 progress is also compared against national figures. We keep parents informed about how their children are doing through a Tutor Consultation Day, a parents' evening and the annual report.

In the course of the year, we review progress by moderating students' work to ensure accuracy of marking. Book Looks, learning walks and conversations with students also help us to assess and review progress and ensure that learning is challenging, relevant and accessible.

Approaches to teaching students with SEND and adapting the curriculum

Our expectations are high for all of our students. Teachers endeavour to deliver high quality, adapted/differentiated lessons. In order to do this, they have access to Pupil Profiles which outline special educational needs and ideas for supporting children/young people with these needs.

Teachers are also provided with a *SEND information Booklet* which includes background details on different areas of need and strategies for supporting students.

Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated to support them in achieving the objectives in their statement or Educational and Health Care Plan.

Some students may require access arrangements for exams, e.g. extra time, a reader, a venue, or a scribe. We collect evidence of need based on a student's normal way of working during their time at Teign School and apply to the Joint Council for Qualifications (JCQ) for approval where needed.

Further provision

All staff endeavour to use teaching methods which are inclusive and meet the needs of learners (Wave 1 in grid below). However, some students may require additional interventions (Wave 2), and a few students may need more personalised interventions (Wave 3).

Provision Grid					
Provision type		Area of Need			
		Communication and Interaction	Cognition and learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
Wave 1	Quality first teaching: teaching methods are inclusive and meet the needs of the majority of learners.	<ul style="list-style-type: none"> ↗ Pastoral support ↗ Supervised lunchtime activities, e.g. clubs ↗ In-class activities involving discussions 	<ul style="list-style-type: none"> ↗ Differentiated curriculum, e.g. writing frames, scaffolding, pre-teaching subject words, graphic organisers ↗ Whole school literacy and Numeracy policies ↗ Year 11 revision sessions 	<ul style="list-style-type: none"> ↗ Pastoral support: tutor, Head of House, pastoral hub 	<ul style="list-style-type: none"> ↗ Lift access to the whole academy ↗ teacher support
Wave 2	Some students may require additional interventions	<ul style="list-style-type: none"> ↗ Pupil Profiles ↗ Social skills group ↗ Catch-up group (KS3) ↗ Exam Access Arrangements 	<ul style="list-style-type: none"> ↗ Pupil Profile ↗ In-class support ↗ IDL (literacy) ↗ Paired reading ↗ Handwriting ↗ Typing skills ↗ Numeracy Interventions ↗ Mathswatch ↗ Homework support ↗ Catch up Group (KS3) ↗ Exam Access Arrangements 	<ul style="list-style-type: none"> ↗ Pupil Profile ↗ REACH support, e.g. anxiety, self-esteem ↗ Social Skills group ↗ Young Carers School Counsellor ↗ KOOTH online support ↗ Exam Access Arrangements 	<ul style="list-style-type: none"> ↗ Pupil Profile ↗ Exam Access Arrangements ↗ Physiotherapy ↗ Funfit ↗ Work/rest systems ↗ Use of laptop

<p>Wave 3</p>	<p>A few students may require more personalised interventions, e.g. with specialist teacher input</p>	<ul style="list-style-type: none"> ↗ Educational Psychologist ↗ Learning Coach intervention ↗ External agencies, e.g. Communication and Interaction Team 	<ul style="list-style-type: none"> ↗ Educational Psychologist ↗ Assistive technology e.g. Texthelp reading software ↗ Precision teaching 	<ul style="list-style-type: none"> ↗ Educational Psychologist ↗ Emotional Literacy Support Assistant ↗ External agencies, e.g. referral to CAMHS, YES (Youth Service) 	<ul style="list-style-type: none"> ↗ Access to specialist equipment ↗ External agencies, e.g. Occupational Therapists, ICT advisor
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Adaptations to improve access for students with SEND

Teign School is a safe, welcoming environment. Adaptations have been made so that the buildings are wheelchair accessible and there are disabled toilets. We have an Accessibility Policy. Safeguarding procedures and risk assessments are in place and followed by all staff. We have an Accessibility Plan.

Most students follow the curriculum; however, a very small number have a personalised curriculum to suit their individual needs, e.g. making use of Abbrook Farm.

We can contact external services for advice or regarding the provision of additional equipment/facilities to meet the needs of a student with SEND if needed.

Students with SEND are encouraged to participate in activities with children who do not have SEND through school trips or clubs, e.g. drama, sports clubs.

Support for improving emotional and social development

Students have a tutor whom they see every morning for registration. The tutor usually stays with the tutor group during their time at Teign School so is able to build strong, supportive relationships.

During tutor time, students follow a Personal, Social, Health Education programme, which includes topics relating to social and emotional wellbeing, and covers issues such as cyber-safety and preventing bullying.

Students have a Lead of Personal Development and Wellbeing Officer who are responsible for the pastoral support and care of the young people in his/her house. There is a counsellor the school can access.

The SEND team support students who require additional support with their social, emotional and mental health; there is a Learning Coach trained to support in different areas of need, e.g. anxiety, self-esteem, attachment issues, mentoring, bereavement.

We have a designated lead for safeguarding who is also responsible for young people who are looked after by the local authority.

The expertise and training of staff in relation to students with SEND

The SENDCo has the National Award for SEND Co-ordination. The Learning Support Department includes an Assistant SENDCo (Learning) and an Assistant SENDCo (Admin). There are Learning Coaches throughout the school. There are 2 members of teaching staff who also hold the NASENCO qualification and support the Inclusion team.

Learning Coaches deliver literacy and numeracy interventions at KS3 to small groups of students in our learning support area (Reach) to provide focused early intervention. Some Learning Coaches have been trained in supporting students with different needs, e.g. Specific Learning Difficulties (SPLD); Autistic Spectrum Disorder (ASD); attachment-based mentoring; social, emotional and mental health.

Learning Coaches and teaching staff receive CPD during the year.

Working with other professionals

We can draw on support from consultant and specialist organisations from the Local Authority as well as Health and Social Care Services, for example:

- Communication and Interaction Team;
- Speech and Language Therapy;
- Physiotherapy;
- Occupational Therapy;
- College Nurse;
- Educational Psychologist;
- Sensory Support ;
- Student and Adolescent Mental Health Services (CAMHS);
- Dietician;
- Epilepsy Nurse.

Parental involvement in their child's education

Strong links between school staff, governors, students, parents/carers and other professionals are key to helping students succeed.

Parents/carers can consult with the school:

- By making an appointment with the relevant member of staff;
- At the Tutor Day;
- At parents' evenings;
- Annually at the EHCP review;

· Through Parent Voice

Students' involvement in their education

Students can consult about their education through:

- Learning conversations with their tutor and teachers;
- Giving their views for EHCP annual reviews and where appropriate attending;
- Attending taster days and transition events;
- Through the Consultation Day and parents' evenings;
- Through the Student Council;
- Student Voice.

At the annual review for students with EHCPs, parents, carers, students, teachers and other professionals review progress over the year towards previously identified outcomes, identify outcomes for the future and plan who and what will need to happen to achieve success.

Preparing students for the next stages in their education and lives

Preparing our students for the next stages of their lives is very important. This can be transition to a new class in school, having a new teacher, moving on to another school, or an apprenticeship or university. We are committed to working in partnership with students, families and other providers to ensure positive transitions occur.

As part of the transition process from Year 6 to Year 7, we visit primary schools to meet the SENDCo and class teacher. Information that we gather is passed on to teaching staff. We also attend Year 6 annual reviews where possible.

We have a Rising Stars programme which enables identified Year 6 students to experience lessons delivered by Teign teachers, which take place after school. There are additional transition days which are attended by all year 6 students who will be coming to the school and we put on further transition days for students where needed.

Transition support is offered between key stages and into further education. Students investigate different settings from Year 10 onwards; through consultation with parents and other professionals a future setting is decided. In Years 10 and 11, Careers South West and in Year 11, the Preparing for Adulthood team, attend annual reviews to help support students in preparing for future careers and the transition to adulthood.

Arrangements for handling complaints from parents of children with SEND about provision

Concerns can be passed on to the relevant class teacher; however, if the situation is more complex parents/carers first raise concerns with the SENDCO. If the issue is unresolved, the Headteacher will be made aware of the problem and a meeting can be arranged. If concerns remain parents are referred to the Complaints Policy on the Teign School website.

Funding for SEND

A fixed sum of money (notional SEN funding) is received for each student. In addition we receive top-up funds depending on the level of a student's need. This money is not ring-fenced. There are also other sources of funds, e.g. for students in receipt of free school meals.

Contacts for when parents or carers have concerns

- Pastoral concern:
Tutor; Wellbeing Officer Tel: TEL: 01626 366 969 (Student Support)

- Safeguarding Lead:
Lorraine Stone, Deputy Headteacher Tel: TEL: 01626 366 969

- SEND:
John Reid, Assistant Headteacher, SENDCO Tel: 01626 366 969 (Inclusion)

Other useful information on the school website

Other useful policies and plans for parents/carers of students with SEND can be found on the Teign School website.