

SEN Information



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| Person with overall responsibility for SEND within school / college / organisation: | Ms Ruth Stacey (SENDCO) |
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| Web address of SEND Policy: | SEND Policy |

Name of Education Provider: Torquay Girls' Grammar School

1. What special education provision is available at our setting?

What do we do here to meet your needs?

Our vision is to equip students for a future in which they have the academic qualifications, character skills and high self-esteem to make decisions that lead to long, happy and content lives.

We will make best endeavours to make the necessary adaptations and adjustments, alongside our high quality universal provision, to ensure that pupils with SEND have the same access to this vision as their peers. In everything we do, we endeavour to ensure that our pupils with SEND experience our school values of kindness, equality, well-being, open-minds and collaboration in the same way as their peers.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

The school supports a wide range of needs:

- Our school currently provides additional and/or different provision for a range of needs, including:
 - Communication and interaction, for example, Autistic Spectrum Conditions and Speech and Language Needs
 - Cognition and learning, for example, Dyslexia, Dyspraxia, Dyscalculia and processing difficulties
 - Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder, anxiety, depression and eating disorders
 - Sensory and/or physical needs, for example, visual impairments, hearing impairments and physical disabilities

How we identify pupils with SEND and assess their needs:

- The School follows the 'Graduated Approach' model and identifying pupils is part of the 'Assess, Plan, Do, Review' cycle.
- Class teachers undertake regular formative and summative assessments of progress for all pupils and identify those whose progress:
 - Is significantly slower than that of their peers starting from the same baseline,
 - Fails to match or better the child's previous rate of progress,
 - Fails to close the attainment gap between the child and their peers,
 - Widens the attainment gap.

- This may include progress in areas other than attainment, for example, social and behavioural needs.
- Students making lower than expected progress will not automatically mean they are recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment. We will seek professional advice/referrals from teachers and will consider the views and wishes of the pupil and their parents. We will use this to determine the support that is needed or whether something different or additional is needed.

Our approach to Teaching Pupils with SEND:

- High quality and adaptive teaching is the first step in responding to pupils who have SEND.
- The School follows the 'Graduated Approach' model and uses the 'Assess, Plan, Do Review' cycle three times per year. Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- Teachers follow the 'Graduated Approach' model, ensuring that their part in the 'Assess, Plan, Do Review' cycle is met.
- Teachers work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Teachers work with the SENDCO/SEND Support Staff to review each pupil's progress and development and decisions regarding any changes to provision.
- Teaching staff will review and update the teacher graduated response sheet (throughout the academic year) for students on the SEND register

Adaptations to the Curriculum and Learning Environment:

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by scaffolding, grouping, 1:1 work, teaching style, content of the lesson, presentation of information.
- Adapting our resources and staffing where necessary.
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adaptations to the school's physical environment e.g. accessible toilets, ramps, lifts, EVAC chairs

The School's 'Accessibility Plan' which can be accessed on the website sets out to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment,
- Improve the delivery of information to pupils with a disability.

Additional Support for Learning:

- Shared Teaching Assistant support within the classroom under specific circumstances.
- 1 to 1 Teaching Assistant support within the classroom under specific circumstances.
- 1-1 or group support sessions outside of lessons - support could include mentoring, organisational skills, study skills, social skills and emotional regulation.
- Students have access to a school counsellor
- Access to qualified Mental Health First Aiders
- Access to ASD lead who has undergone training in order to advise and support students, staff and families of those on the autistic spectrum.
- Access to the SEND areas – areas created specifically for those with SEND to receive support, when dysregulating or for supported study sessions.
- Draw and Talk
- ELSA programme

- All new Year 7 students are allocated a peer buddy from Year 8 and those on the SEND register receive an enhanced transition
- Each Year group has access to a Head of Year
- Access to a range of subject specific help sessions.
- Access to student led subject support services ('The Hub').
- Wellbeing mentors
- All students on the SEND register have a Key Worker from the SEND team

Working With Other Agencies

- We work with a range of outside agencies including the local authorities of Torbay and Devon as well as health and social care professionals to provide support for pupils with SEND. We also support families by providing details of other support services via this Information Report and the SEND section of the school website.
- Access can be made available to an Educational Psychologist under specific circumstances.
- Access to appropriate Outreach services.
- Advice and support from a range of health professionals e.g. School Nursing Service, Occupational Therapy, Physiotherapists under specific circumstances.

Further information for families, including support for pursuing mediation can be found here:

[HOMEPAGE - Sendiass Torbay](#)

[Home - Devon Information Advice and Support](#)

The aim of our provision is to support students by planning lessons to address potential areas of difficulty, thus, removing barriers to learning so that they are included in all aspects of school life and are able to fully access the national curriculum.

2. What criteria must be satisfied before students can access this provision/service?

What sort of needs would you have for us to be able to help you?

TGGS offers a broad and balanced curriculum and all students are given support to reach their full potential as a basic entitlement. We recognise that some students may require additional support to make the expected progress and support is offered in a variety of formats to enable them to do so. As a school we have developed and continue to develop a range of expertise, experience and links to external agencies to ensure that we are able to meet the learning needs of all students.

- We are an Inclusive Provider and will consider placements for any student aged 11 to 18 years who have satisfied entry requirements for the school. See Admissions Policy.
- We follow the guidance as laid out in the [Equalities Act 2010](#).
- All students are welcome to the setting regardless of any special educational needs (having satisfied entry requirements for the school).
- We will discuss with parent(s)/carer(s) the needs of their child and will strive to meet their needs working in partnership with any other parties/agencies.
- Parents and carers who believe that their child may be entitled to access arrangements for the 11+ examination should contact the school's admissions officer and consult our admissions policy for details of the evidence required for this
- Having established the student's needs, we will endeavour to access training and/or resources to make every reasonable effort to enable the student to access our provision.
- We will assist with any documentation that will need to be completed before the student attends.

3. How do we identify the particular special educational needs of a student?

How do we work out what your needs are and how can we help?

We follow the guidance set out in the [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 years 2015](#).

Before a student starts we use a variety of tools to gather information which include:

- Information from parents; parents are asked to complete the Pupil Registration Form which includes questions on any medical conditions, allergies and associated medication in addition to any Special Educational Needs that have already been identified prior to entrance.
- Data from the transfer sheets from the feeder primary schools;
- Information from visits to the feeder primary schools
- Information from teachers.
- Our data and assessment, pastoral, behaviour and attendance teams work closely with our SEND team to identify students who may have special educational needs
- We work closely with families, the child themselves and external professionals where appropriate to identify what these needs are

4. How do we consult with parents and/or students about their needs?

How do we find out about what you and your parents think you need help with?

The school recognises that parents and carers play a critical role in their child's education and value the contribution they make. Parents are involved and consulted with if their child is identified as having a Special Educational Need. Parents have a number of means of evaluating and discussing their child's progress including:

- Families are invited in to look around the school.
- In addition to the information gained from the data sources (see section above), the school runs a number of information open evenings and parents are invited to discuss any issues or concerns with the SENDCO.
- As part of our enhanced transition programme for new students, we meet individually with children and their parents to discuss how we can plan to meet the student's needs
- If the student is already being supported by other professionals, a meeting will be arranged with them to ensure good continuity of care.
- In the first few weeks of a student starting at the school or a special educational need being identified, parents will be invited to contribute to their child's support plan via email or, if requested via virtual or in person meeting.
- All of this information contributes to an Assess and Plan meeting, where a pupil passport and support plan are written. This is emailed to parents for their final feedback to be included.
- In line with the SEND Code of Practice where a student is receiving SEND support, the school will communicate with parents at least three times each year. This will allow clear outcomes to be set and reviewed, discuss the activities and support that will help achieve the outcomes, and identify the responsibilities of the parent, the student and the school.
- These points of communication coincide with the review points during the year, where a member of the SEND team will meet with the child to review the success of the planned strategies against the agreed targets.
- A member of the SEND Team is available for an appointment as part of the annual parents' evening event.
- Information can also be exchanged in a variety of formats after discussion with the parents e.g. emails, telephone conversations, verbal exchange, school planner
- The school gathers feedback from a variety of sources, which include parental feedback, staff

feedback and student voice.

- Students are encouraged to identify a trusted adult and can access a variety of different staff, services and forums These include:
 - Form tutor
 - Head of Year and wider pastoral team
 - Members of the SEND Department
 - The SENDCO and Assistant SENDCO
 - School Counsellor
 - Senior Leadership Team
 - The Designated Safeguarding Lead and Deputy Safeguarding Lead

5. What is our approach to teaching students with special educational needs?

How will we teach you?

As an inclusive provider, we strive to deliver high quality and adaptive teaching to meet the needs of all students, to enable all students to achieve and make at least the expected levels of progress. Students with special educational needs have the same access to learning and extra-curricular activities as other students as part of our [Equality & Diversity Policy](#).

All students are treated equally, and we highly value the role of all those involved, including parent(s)/carer(s). Where special educational needs have been identified, we will endeavour to provide appropriate resources to meet these needs.

Where students are identified as requiring an Education and Health Care Plan (EHCP), we will work with other professionals and follow their advice which will be incorporated into an enhanced student support plan which will be shared on Arbor. This outlines how the school will ensure that the provisions outlined in section F of the EHCP are being met in school.

6. How can we adapt our curriculum for students with special educational needs?

What sort of things will you learn here?

All students in Key Stage 3 (Years 7 to 9) follow a broad and balanced curriculum. At Key Stage 4 (Years 10 and 11) students have choices of a wide range of GCSE subjects.

Sixth-Form provision also allows students to access a wide variety of A level courses and the Extended Project Qualification.

All students with special educational needs or disabilities are supported in order to reach their full potential. The aim is to ensure that all students receive high quality teaching and is adapted to ensure that the needs of all individual students are met.

- The school strives to support students to follow a balanced curriculum and to participate as fully as possible in the wider school offer, for example extra-curricular clubs/pursuits and positions of responsibility.
- Teachers will be supported in making provision and adapting the curriculum, as part of the graduated response. Learning support strategies are identified and chosen through consultation with students, teaching and support staff and parents. This allows a student with special educational needs to access the curriculum as fully as possible.
- School Accessibility Plan – Our School Accessibility Plan is available on our website at [AccessibilityPlan.pdf \(tggsacademy.org\)](#)

7. How will we ensure we get the services, provision and equipment that students need?

How will we make sure that you get all of the help that you need from different people?

All services, provision and equipment are monitored for impact to ensure that their use benefits the student and are cost effective. Where necessary we work alongside relevant professionals and other agencies e.g. SEND outreach advisors, paediatricians, Early Help, Educational Psychologist and other health professionals to ensure that we offer the best provision possible.

- Students in receipt of an EHCP will have their specific needs outlined within their plan which will be shared via Arbor.
- School Accessibility Plan – Our School Accessibility Plan is available on our website at [AccessibilityPlan.pdf \(tggsacademy.org\)](#)

8. How is this provision funded?

Who pays for this?

Provision for meeting the needs of students with SEND is funded by the school's notional inclusion budget. Students with more complex needs and/or disabilities who have an EHCP may receive additional funding, monitored by the local authority for additional support to meet identified needs. Resources are allocated according to need.

If it is identified that extra additional support is required beyond what can be provided as part of allocated funding, then an application can be made to the Local Authority for additional funding.

9. What additional learning support is available for students with special educational needs and how do they access it?

What else will we do to help you learn and how will this happen?

As part of the Graduated Response, learning support strategies are identified and adopted as part of high-quality teaching and reviewed at regular intervals. Subject specific support is available during lunchtimes and students are encouraged to participate and engage with this. We have Peer support provision which students can access, including 'The Hub', a sixth form led lunchtime subject tutoring system. Additional lunchtime support is also available from individual members of the SEND department.

In addition to this support, all students with SEND have access to appropriate spaces for support with academic work and wellbeing throughout the school day.

Small group interventions are also run for students who are identified as needing additional support e.g. for numeracy, literacy or social skills.

If additional learning support is needed, we would look for support from other professionals such as;

- Speech & Language Specialists
- Sensory Outreach Services
- Educational Psychologists
- Health Visitors & Social Workers
- Support Groups for families

We will signpost, encourage and support parent(s)/carer(s) to engage with these services.

10. How do we support and improve the emotional and social development of students with special educational needs?

How can we help you learn about your feelings and relationships?

TGGS hopes that all students go through their time at the school happy and relaxed, but sometimes events happen either inside or outside of school that can impact student's wellbeing.

Students are all encouraged to identify a trusted adult within the school and they can also request support from their tutors, class teachers and Heads of Year.

- The school has a rigorous PSHE programme which includes RSE, is age appropriate to each year group and adapted where necessary to ensure that all pupils, including those with SEND can access this.
- Staff have received mental health training.
- We have a number of qualified mental health first aiders
- Identified students access the ELSA programme
- The students have access to a school counsellor
- The school has a wellbeing lead and wellbeing ambassadors in the sixth form who run activities and promote positive mental and physical health
- As an inclusive setting we believe that:
 - Every student needs to feel that they belong, that they matter, and that they are valued for their unique qualities.
 - Working in partnership with parents is important and parental contributions are welcomed and valued.
- The school has a positive approach to Behaviour Management with a focus upon restorative practice and positive relationships. The school will also identify if reasonable adjustments are needed for students with SEND.
- The ASD lead, who has undergone appropriate training, is available in order to advise and support autistic students.
- Safeguarding concerns are dealt with in line with the school's Safeguarding and Child Protection Policy - our current Safeguarding and Child Protection Policy is on our website at . [School Policies | Torquay Girls' Grammar School \(tggsacademy.org\)](#)

Our school has a zero tolerance approach to bullying – see antibullying policy for more details.

11. How do we support students with special educational needs moving between phases of education and preparing for adulthood?

How can we help you to get ready to change to a different place or to leave here?

There is liaison between primary schools and TGGS to ensure a smooth handover and we run an enhanced transition programme for all students identified by their primary school as requiring support for their SEND. Details of any issues are discussed by lead professionals in both institutions. Additionally, we work in partnership with others to promote a smooth transition for example:

- Liaising with the SENDCos from the school / setting to promote a consistent approach.
- Liaison and support is available for students and parents and carers throughout this process of change.
- A transition document is received from primary schools and any information is acted upon.
- For students transferring to another setting documentation is prepared and the new institution is contacted.
- For those students moving into Further Education (Key Stage 5) who require SEN Support or who are in receipt of an EHCP, information is shared with the receiving setting or school to support the transition. The school agrees with students and parents the information to be shared as part of this

planning process in order to make a successful transition into adulthood, whether into employment, further or higher education or training.

- Enhanced transition with additional visits is offered to all students identified as requiring SEND support at transition.

All students take part in a wide range of careers events and we ensure that all students, including those with SEND have access to a range of employers and training providers. Students have access to our careers leads and support with organising appropriate work experience placements.

12. What other support is available for students with special educational needs and how can they access it?

What other help can we give you or help you to get?

If a need is identified by a tutor, teacher, teaching assistant or parent, they can liaise with the SENDCo who will oversee implementation if it is considered appropriate.

We will signpost, encourage and support parent(s)/carer(s) to engage with other support – this may include:

- Providing leaflets
- Promoting Events and Services
- Recommending the Torbay Directory for ideas on available support and services.
- Providing links to helpful websites and other support information on the school SEND area of the school website: [SEND at TGGS | Torquay Girls' Grammar School \(tggsacademy.org\)](#)

13. What extra-curricular activities are available for students with special educational needs?

What other activities can you do here?

The school actively encourages and supports students with special educational needs to take part in all activities and trips offered by the school where practicable. In addition to the main curriculum, students are able to access:

- Sports
- Drama
- Music (including the school choir and orchestra);
- Outdoor Education programme including Duke of Edinburgh Award Scheme and Ten Tors
- School leadership positions of responsibility
- School Council
- Extra-curricular activities and clubs
- Charity fundraising activities
- Challenge Days

Where necessary, we make reasonable adjustments to these activities to ensure that all students are able to access these. We discuss engagement with extra-curricular activities as part of our review meetings.

14. How do we assess and review progress towards agreed outcomes, and how are parents and students involved in this process?

How do we know that the help we are giving you is working? How can you and your family tell us what you think?

Progress will be shared with parent(s) / carer(s) in agreed ways including, verbal communication, termly reports and parents' evening.

- The Pupil Passport are reviewed termly. We review the success of the identified strategies against the targets which have been agreed with the pupil and their parents.
- A member of the SEND Team is available for an appointment as part of the annual parents' evening event.

For students who have Sensory and/or physical needs, it is usual for specialist outreach services to be involved on a termly basis; e.g. Hearing Specialist Teachers, Physiotherapists. These additional support services meet with students, SEND team members, teaching staff and parents as appropriate and provide full reports on progress and additional support needs.

For students with an EHCP this will also include an annual review meeting.

15. How do we assess the effectiveness of our special needs provision and how are parents and students involved in this assessment?

How do we make sure that we are being the best that we can be? How can you and your family tell us what you think?

The SENDCO monitors the impact of the graduated response and any interventions offered to students on the SEND register. Consulting with parents, students and teachers is an integral part of this process. Parental and student views are sought at the time of termly review meetings and, for students with an EHCP, also during the annual review meeting.

- a. Data is used appropriately to monitor the impact of our special needs provision, including attainment, attendance and behaviour data
- b. Parents and students will be involved in gathering feedback and this evidence will be used to improve upon what we offer where this is practicable.
- c. The SEND department links up with other institutions in Torbay and the South West Academic Trust to offer guidance and share good practice.

16. How do we ensure that teaching staff and other staff have the expertise needed to support students with special educational needs?

How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

TGGS is committed to supporting staff with professional development and there are many opportunities to engage with a wide variety of training opportunities.

- The SENDCO and Assistant SENDCO have completed the National Award for SEN coordination (NASENCO)
- Opportunities are given to staff to reflect upon the skills they have and highlight any training needed to ensure that they stay up to date with current evidence-based research.
- Support for SEND students is a golden thread which runs through the school's CPD programme for teaching staff
- Members of the SEND team have training in delivering the ELSA and Teen Life programmes

17. How do we keep parents informed where students have special educational provision but do not have an Education and Health Care Plan?

How do we make sure that your parents know how we can help them?

Students who have identified additional needs and require provision that is in addition to/and or different from other students will be included on the SEND register and information relating to their need will be recorded on Arbor.

Student progress is monitored by the subject teacher, Head of Department, Head of Year, SENDCo, Intervention Team and the Senior Leadership Team (SLT).

- Students with an EHCP will have termly reviews of their education plan and students and parents will be invited to provide feedback on the plan. Students with EHCP will also have an annual review of their EHCP.
- Students who are on the SEND register will have termly reviews of their pupil passport and students and parents will be invited to provide feedback on the plan.
- Pupil Passports, which contain information on teaching and learning strategies that are implemented within the classroom and ways in which parents can support within the home environment are sent out for parents to review and comment on termly. This information is shared with parents via email. Parents are kept informed about their child's progress primarily through progress reports, Arbor communications, parents' evenings, telephone calls and e-mail exchange.

18. How can parents and/or students make a complaint about our provision?

What can you do if you are not happy about something that has happened here?

- If a parent has a concern or complaint they should refer to our Complaints Procedure, available on our website at [School Policies | Torquay Girls' Grammar School \(tggsacademy.org\)](https://www.tggsacademy.org/School-Policies-Torquay-Girls-Grammar-School)

19. How can parents and students get more information about the setting?

How can you find out more about us?

We welcome and encourage visits from prospective parents.

Contact directly via phone (01803) 613215 or email admin@tggsacademy.org.

- The school website – [Torquay Girls' Grammar School \(tggsacademy.org\)](https://www.tggsacademy.org)
- We welcome and encourage visits from prospective parents.
- OFSTED Inspection Report - [Torquay Girls Grammar School - Published Report.doc \(tggsacademy.org\)](https://www.tggsacademy.org/Torquay-Girls-Grammar-School-Published-Report.doc)

20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students' SEN and supporting their families?

How do we work with everyone else to help you?

TGGS has good links and working relationships with other bodies; meeting on a regular basis to support students with SEND and their families under specific circumstances, including,

- Health, such as, the school nursing team including the diabetes nurse, physiotherapists and occupational therapists.
- Social, such as Children's Services and Social Care.
- Local Authority Support Services, such as SENDIASS, who provide advice and support to children, young people from 0-25 and their families who have special educational needs or disabilities (SEND) around all aspects of education, health and social care.
- The full Torbay Local Offer – [Local Offer in Torbay | Torbay FIS Directory](#)

21. Arrangements for supporting students who are looked after by the local authority and have SEND

How do we help children who are looked after by Torbay Council?

At TGGS students who are looked after by the local authority and have SEND have enhanced, but discreet, pastoral care. A member of the pastoral team will meet with the student regularly and communicate any concerns directly to the DSL and SENDCO.