

SEND Governors Report January 2018

The main areas of difficulty or need are set out in the Special educational needs and disability code of practice: 0 to 25 years (January 2015), Chapter 6.28. They are:

Cognition and Learning; (CL)

Social, Emotional and Mental Health (SEMH)

- *This area of need is dealt with and managed by the Pastoral Team in school comprising of Head of Upper School (Deputy Head), Head of Lower School (Deputy Head), Head of KS4, Safeguarding Lead, Heads of Year, Assistant Heads of Year, Tutors, Attendance Officer, School Counsellor and School Nurse.*

Communication and Interaction; (CI)

Sensory and/or Physical Needs; (SP)

The latest version of the SEND Code of Practice can be found at:

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

TGGS SEND Policy and Procedures can be found at:

<http://tggsacademy.org/send>

SEND Team		
Name	Role	Hours per week
Zoe Beard	SENCO	4
Liz McGarry	HLTA / Specialist Assessor	35
Antje Jaeger	Technical Teaching Assistant	20
Fiona Collins	Teaching Assistant	14
Julie Winstanley	SEND Administrator	15
Bev Brown	SEND Governor	?

Data accurate as of 15/01/18

CONTEXT				
LA maintained / academy	Primary / Secondary / Special / Other Grammar		NOR: 936	Age range: 11-18
Total % and number of:				
SEND pupils: 119 pupils (?%)	Pupils with a EHCP: 2 pupils (?%)	SEND boys: 0	SEND girls: 117 pupils (11%)	
Total % and number of SEND pupils who are:				
FSM: 7 pupils (6.9%)	CLA: 1 pupil (0.99%)	EAL: 3 pupils (2.9%)	CP/CIN: ?	Disabled but not SEN: 0
On part-time packages: 0			Attending alternative provision: 0	
SENDCo qualification: Zoe Beard and Liz McGarry			SENDCo Allocated time: 8 frees per fortnight (8 hours)	

A: Leadership and management	
What is the school's SEND provision?	<ul style="list-style-type: none"> • All SEND pupils are class based. • 8 pupils receive some additional support in lessons and 8 pupils receive additional support at lunchtimes. • There is an Autism Champion in place. • The school provides a well-being programme. • Pupils requiring SEND support largely have cognition and learning difficulties.
How is this info available? Where?	Parents/carers/students can access the SEND Policy/Procedures and SEND Information Report, as well as general SEND support information via the TGGS website. There is a special educational needs and disability section in 'useful information'.
What are the SEND Standard Interventions?	<ul style="list-style-type: none"> ➤ HQ T & L Strategies - These are used by teachers as a matter of course in class (in line with the SEND Code of Practice). ➤ Educational Assessments – These are carried if appropriate after students have been referred to the SEND team by teachers. ➤ SSR - This document supports student's targets for learning and identifies classroom strategies for teachers to use in class (one per year). ➤ Student SEND Report - All teachers write a subject specific SEND report for all identified SEND students (updated annually). ➤ Parents Evening – Teachers respond to SEND needs as appropriate in their discussions with parents. SEND HLTA to be available during the day of parents evening for years 7-11 and will follow up with appointments after PE if concerns are raised. ➤ Other types of support are offered as appropriate e.g. HLTA support at lunchtimes, 1-1 Teaching Assistant support in lessons, Spelling Programme etc.
How are SSRs reviewed?	<p>Initial SSR completed when:</p> <ul style="list-style-type: none"> • New students with existing SEND identified through transition / admission documents • Students who have been through Educational Assessment process, identified as SS.

Annual Update of SSR (groups) Note this may change in line with the school calendar:

Year 8:	October
Year 9:	November
Year 10:	December
Year 11:	October/November
Year 12:	February
Year 13:	January

- Student to have individual SSR meeting with member of SEND team or group meeting with SEND team and other SS Students in the same year group.
- Areas to be discussed / covered on SSR:
 - Identified needs.
 - Access Arrangements including use of overlays / coloured paper in KAWs and Examinations.
 - Student Strengths.
 - Teaching Strategies – Student chooses from pre-determined bank taken from Hanks (2011), websites associated with conditions such as Dyspraxia Foundation, Dyslexia Action. Teaching strategies in line with HQ T & L as outlined in COP. Students choose their top three strategies which could support them in class.
 - Student learning targets.
 - Parental feedback.
- SEND staff refer to HQ T & L strategies for each area of need.
- Document completed jointly and emailed to parents for parental feedback within two weeks.
- SSR uploaded to SIMS and teaching staff alerted to SSR via monthly SEND email. Students are then required to initiate a conversation with their teacher about their learning needs.

	<ul style="list-style-type: none"> • Top 3 Teaching and Learning strategies added to SEN register. • SSR's to inform CIMs.
SENDCo - how long in post?	Since 2015.
What is their role/remit?	<ul style="list-style-type: none"> • A strategic role which is supported by the SEND team (led by a HLTA). SENDCO leads the team. • To complete paperwork inc referrals. • Ensure that systems and processes are in place and that the SEND register is updated. • Work with agencies. • Communicate with staff. • To hold teachers to account.
Member of SLT?	Part of the 'extended' SLT and reports directly to the headteacher.
How /when does the SENDCo report to leaders / governors?	<ul style="list-style-type: none"> • Verbally to headteacher. • Governors to receive an annual SEND Report
What support / training is in place for the SENDCo?	<ul style="list-style-type: none"> • Attends SENDCO forum. • Attends training available locally (Torbay and Babcock). • Has completed SENDCO award. • Accesses online courses.
How is delegated funding spent?	<ul style="list-style-type: none"> • The SEND team staffing, resources, staff CPD.
Who is involved in the decision making?	<ul style="list-style-type: none"> • SLT. SENDCO inputs. Decisions are driven by the needs of pupils.
CPD needs relating to SEND?	<p>SEND Professional Development for general staff in the last 12 months has included:</p> <ul style="list-style-type: none"> • Growth Mindset • Autism Awareness training • Dyslexia awareness training • EpiPen training • Diabetes management training • Visual impairment awareness

B: The efficiency of identification of special educational needs and disabilities (graduated approach)

How is need identified and when?

- SEND Information provided via admission forms from parents.
- TAPS Forms – from Primary Schools (not always complete picture)
- SEND Administrator to collate relevant information.
- HLTA – To complete DASH Assessment with Year 7 in September (see assessment procedure).
- Teachers can email the SENDCO / SEND team directly with a completed Teacher Referral form.
- Pupils can self-refer.

The SEND department access data for all students in years 7-13 throughout the academic year.

The SEND TA analyses this data initially by focusing on mean grades against target grades. Data for SEND and non-SEND students is analysed. Causes for concern are highlighted. This data is discussed with the SEND team and appropriate actions take place as follows:

- Email to pastoral team asking for any additional relevant information.
- Email to specific teaching staff asking for any additional information.
- Email to pastoral team to inform mentoring process.
- Possible discussion with student / parents as appropriate.
- Referrals dealt with in line with other referral procedures.

Data is referred back to at key points of year e.g.:

- When we receive referrals
- When updating SSRs
- Before parents evening
- SEND concern: (depending on need) the following strategies will be considered:
 - Check student data
 - Student observation in lessons
 - Student meeting with HLTA / SENDCo to identify need

	<ul style="list-style-type: none"> ➤ Educational Testing ➤ Communication with parents, pastoral or teaching staff ➤ Further strategies sent out to teaching staff to aid HQ T & L / SSR – new or updated ➤ Contact external agencies e.g. Social or Health ➤ Lunchtime support session(s) with HLTA
Which external partners is the school actively engaged with?	<p>School liaises with Outreach services. In the last 12 months we have been actively engaged with:</p> <ul style="list-style-type: none"> • Gillian Hague Advisory Teacher for SEN - Torbay • Torbay Visual Impairment service based at WESC Exeter • Hazel Sutherland -Advisory Teacher Hearing Support Team-Torbay • Occupational Therapy Children's Integrated Services (Inclusion, Emotional Health and Disability) - John Parkes Unit, • Physio Therapy Children's Integrated Services (Inclusion, Emotional Health and Disability) - John Parkes Unit, • Other relevant health and social care professionals
Medical register	<ul style="list-style-type: none"> • A Medical Register is included on the SEND register. • There are approx 373 pupils with medical needs and therefore this makes the register lengthy. • SENDCO team oversee the register. • Parents are required to complete Individual Health Plans to advise the school of any medical conditions. The form is available on the school website. • Admin team administer medication and complete records. (See Medical Policy on the school's website)
What support does the school get from health visitors/school nursing?	School nurse visits weekly and supports with pupils' individual health plans.