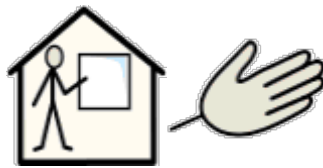



## SEND Information Report 2017/2018

*The definition of Special Educational Needs (SEN) is: A child or young person with 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 he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (Clause 20 Children and Families Act, June 2014)*



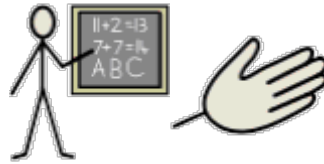
How does the school know if students need extra help?

- Through information gathered from the Primary schools during the Year 5 transfer reviews and the Year 6 statement reviews prior to the transfer to Tiverton High School.
- Screening for reading and spelling beginning in the autumn term of Year 7. 
- Observations in class
- Teacher feedback
- Parental concerns
- Student concerns
- Tutor and Head of House concerns
- Concerns from other staff such as Teaching Assistants and Student Support Workers.



What should I do if I think my child may have special educational needs?

In the first instance contact the Acting Special Educational Needs Coordinator (SENCo) Mrs. T Mayes - [tmayes@tiverton.devon.sch.uk](mailto:tmayes@tiverton.devon.sch.uk) or the SEND Team – [sendteam@tiverton.devon.sch.uk](mailto:sendteam@tiverton.devon.sch.uk).



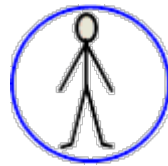
### What provision is there for students with special educational needs?

Teaching staff will support students at a level appropriate to their needs through effective differentiation in the classroom (Quality First Teaching).

This is constantly reviewed as the child develops and makes progress.

Students requiring more specific intervention to access the curriculum may be supported in a range of ways, for example:

- Individual or small group literacy programmes
- Individual or small group social and emotional development programmes
- Individual or small group communication & interaction programmes
- Shared in-class support from a teaching assistant
- Individual programmes to meet specific needs



### How will I know how my child is making progress?

As a parent/carer you will receive:

- School reports
- Parent-teacher consultation evenings
- Communication through the school systems such as Class Charts
- Information about rewards and sanctions

In addition you may also be involved in:

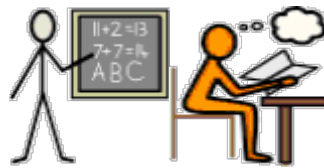
- Annual Review, Transfer Review meetings and Team Around the Family Meetings (you will be informed if your child is included within this category), providing opportunities for the views of parents/carers and the child.
- Information from specific intervention programmes

At any time you may contact your child's tutor or the SENDCo for further information.



### How do I know what progress my child should be making?

All teachers are aware of every student's starting point at the end of Key Stage 2 and their progress expectations. This can vary in each year and is tracked carefully to ensure every child makes the best possible progress. We have high aspirations for all students.



### How will the curriculum be matched to my child's needs?

Most students follow the same curriculum as their peers that may include minor adjustments. Each teacher is committed to 'Quality First Teaching'. Teachers are expected to support students by differentiating the lesson content to meet the needs of all. Where students have complex needs, teachers are supported by the Additional Needs Team.



### What support will there be for my child's overall well-being?

All students are supported through our Student Services team. Each student has a tutor who takes them through the 5 years at Tiverton High School. Regular meetings are led by Heads of Houses and the tutors. At these meetings students who are of concern for academic and/or emotional issues will be referred to the Student Services team and appropriate interventions will be identified. These students are then carefully monitored. We adopt a graduated response in all situations.

Students with SEND will have a key worker, usually a Teaching Assistant and/or Tutor, who offers support with organisation, emotional needs and liaises with the SENDCo.

Our SEN department also has fortnightly meetings where students concerns are raised.

All students who are identified with concerns about their well-being will be offered appropriate interventions including:

- Support from the School nurse

- Support from the Student Services
- Clubs
- Rewards - which can be seen on display in the Student Services foyer
- Support Centre Intervention
- Careers advice
- Support from other agencies, as appropriate

### Students with medical conditions

Students with specific health conditions will have an individual Health Care Plan which will be drawn up in consultation with the Student Services Team, SENDCo, parent/carers and other health professionals as necessary. This will outline the arrangements for administering medication and provide advice for staff in the event of an emergency. Staff will take note of the Health Care Plans when arranging any curriculum enrichment activity.

### Safeguarding

If we have any concerns that a student is at risk we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.

The designated safeguarding officer for Tiverton High School is Mrs C Warren: [cwarren@tiverton.devon.sch.uk](mailto:cwarren@tiverton.devon.sch.uk) Deputy safeguarding officer is Mrs T Mayes: [tmayes@tiverton.devon.sch.uk](mailto:tmayes@tiverton.devon.sch.uk)



### What specialist services are available within, or accessible to the school?

School based additional needs team:

- SENDCo
- CAIRB Teacher (Communication and Interaction Resource based)
- SEN administration assistant
- Higher Level Teaching Assistants in each area of SEND – Cognition and Learning, Social, Emotional and Mental Health and Speech, Language and Communication Needs

- Curriculum Teaching Assistants; all Teaching Assistants have experience and training in working with students with Cognition and Learning needs, Physical and Sensory needs, Speech, Language, Communication and Interaction needs (including Autism ) and Social and Emotional needs.
  - Family Support Worker
  - School Counsellor
  - Student Support Workers
  - Support Centre
  - Mental Health Champions
- External services
- Educational Psychology
  - Advisory Teacher: Speech and Language.
  - Advisory Teacher: Hearing Impairment
  - Advisory Teacher: Visual Impairment
  - Advisory Teacher: Physical Impairment
  - Child and Adolescent Mental Health Service (CAMHS)
  - Educational Welfare Service (attendance)
  - School Nurse
  - Integrated Therapy Services, including Occupational Therapy and Physiotherapy
  - Bereavement Counselling (Balloons)



### What training is available to staff supporting students with SEND?

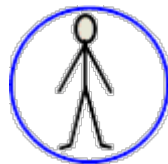
Training for teaching students with Special Educational Needs is considered essential. There is an on-going programme of whole school training in teaching and supporting students including,

- Specific Learning Difficulties
  - Autism
  - Speech and Language needs
  - Mental Health
- In addition there is regular training in:
- Child Protection (Safeguarding)

- Disability Awareness
- Feedback and Marking
- Questioning
- Behaviour for Learning
- Learning to Learn

Individual members of the additional needs team receive training in specialist areas where appropriate:

- Manual handling
- Evac chairs
- Self-harm
- Attachment
- Access arrangements for exam support
- Diagnostic assessment



### How will I be involved in making decisions about and planning for my child's education?

Parents know their children best and it is important that all professionals listen and understand when parents express concern about their child's development.

Tiverton High School uses the Team around the Family Framework (DAF) as an appropriate person-centred approach to put their child or young person and their family at the heart of planning and reviewing provision.

In addition to the opportunities listed previously there are many other occasions to be involved in your child's education at Tiverton High School. These include:

- School Open Evenings
- Year 7 parents 'Meet the Tutor' sessions
- Learning Support Events
- Year 9 Option Evening

We do encourage parents to be involved in their child's education and hope they will contact us if they have concerns. Similarly teachers will contact parents to address issues promptly.

### How will my child be included in activities outside the classroom, including school trips?

We expect all children to participate in enrichment activities and we will endeavour to overcome any barriers to inclusion. Please see our [Gallery](#) for examples of recent off site activities.



### How accessible is the school environment?

As a school we have worked with outside agencies to improve accessibility. Most areas are accessible and if necessary the school will adjust timetables to ensure children have full access to their curriculum. Tiverton High School continues to review and improve the environment through our Accessibility Plan.



### How will the school support my child through transition, both to the school in Year 7 and from the school in Year 11?

We gather a lot of information about your child from their primary school and any agencies involved, for the best possible preparation for them joining Tiverton High School. This is usually in Year 6 but when a child has more complex needs the process of transfer may begin earlier, sometimes even in Year 4. In addition to the usual induction days for all students, vulnerable students (not necessarily children with SEND) are invited to extra days in the school to familiarise themselves with their new surroundings and to take part in a tailored transition programme.

As a school, Tiverton High School has excellent links with all the Post 16 providers locally, and has a strong tradition of supporting students to find the most appropriate course. As students progress through the school they are given additional guidance from Careers Advisors, who will personalise support. Some students have individual transition programmes. Our Career Advisor is Mrs Mary Penning.



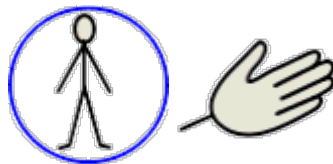
### How are the school's resources allocated?

As a school we have a Learning Support Team, led by the Acting Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs. T Mayes. Within this team are an SEN administrator assistant, 4 HLTAs and a number of Teaching Assistants (this number varies, depending on the number of students identified with high needs or with Education Health and Care Plans/Statements of SEN.) Allocation of Teaching Assistant support is planned on a 'need' basis. We try not to allocate Teaching Assistants to individual students as we want to encourage the independence of our students.



### How is the decision made about how my child will receive support?

The decision making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case students with high needs, discussed with parents at Annual Reviews. Where a student makes good progress, and bridges the gap, support may well be reduced and withdrawn from the SEN Register. When significant changes to provision occur, parents are automatically involved.



For additional information, advice and support, please use the following links:



[Devon Information Advice & Support for SEND](https://new.devon.gov.uk/send)

For information regarding Special Educational Needs and Disability, you can contact the 0-25 Special Education Needs Team by telephone on 01392 383000 or visit the SEND Devon Country Council website for more information.

<https://new.devon.gov.uk/send>