



SEND Information Report 2023/24

The definition of Special Educational Needs and Disabilities (SEND) 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)

Tiverton High School is a mainstream secondary school that supports students across the four primary areas of need

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs



How does the school know if students need extra help?

There are many different ways that the school gathers information about a students needs and monitors the progress of students during their time at the school

- Through information gathered from the Primary schools during the Year 5 transfer reviews and the Year 6 Education and Health Care Plan (EHCP) reviews prior to the transfer to Tiverton High School.
- Screening for Literacy and Numeracy interventions begin in the autumn term of Year 7.
- Observations in class
- Learning Walks
- Teacher feedback
- Parental concerns
- Student concerns
- Tutor and Head of Year concerns
- Concerns from other staff such as Teaching Assistants and Student Support Workers.
- End of year assessments and summative assessments in class
- Monitoring of progress in workbooks



- The Senior SENDCo and SEND team monitor all SEND students and reports levels of progress to Governors as part of the Governing body calendar



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

In the first instance, contact your child's Head of Year who will then review the information provided by yourself and teaching staff, this forms part of our Graduated Response Tool. This information will be passed onto our Senior Special Education Needs and Disabilities Co-ordinator Mrs F Crellen (fcrellen@tiverton.devon.sch.uk) and shared as appropriate within the SEND Team.



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).

Teachers have access to Student Passports which share details of student need and strategies to support teaching in the classroom. 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 *such as Fresh Start*
- Individual or small group social and emotional development programmes *such as Managing Emotions*.
- Individual or small group communication & interaction programmes *such as Talkabout*
- Shared in-class support from a teaching assistant
- Individual programmes to meet specific needs
- Exam Access Arrangements: Students are assessed for Exam Access Arrangements during the beginning of Year 10, an approved application lasts for 26 months, meaning that the student will be covered for their GCSE exams and any November re-sits after leaving school. To enable us to gain a comprehensive picture of a student's needs, they are assessed across seven different areas of ability. These areas are: Single word reading, reading comprehension accuracy and speed, spelling, handwriting speed, typing speed and phonological processing speed. The results of these assessments are then interpreted and, if appropriate, arrangements will be applied for. Applications are made to the Joint Council for Qualifications who will then either approve or not approve the access arrangement.



How will I know how my child is making progress?

As a parent/carers you will receive/attend:

- School reports
- Parent/carers-teacher consultation evenings
- Communication through the school systems
- Information about rewards and sanctions
- Feedback regarding interventions that they may attend

In addition you may also be involved in:

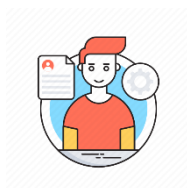
- Annual Review, Transfer Review meetings, Student Passport review and Team Around the Family Meetings (you will be informed if your child is included within this category), providing opportunities for the views of parents/carers and the child.
- Information from specific intervention programmes
- You will be involved in the Plan, Do, Review cycle ensuring that we have all the most up to date information about students. The cycle involves meetings with parents and students (Plan), writing and updating passports (Do) and an annual parent feedback questionnaire (Review).

At any time you may contact your child's tutor, Head of Year or the SEND team for further information.



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

All teachers are aware of every student's starting point from their end of Key Stage 2 data 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 however, it 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, strategies of support are shared with all



teachers through student passports. Where students have complex needs, teachers are supported by the SEND 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 Year 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. Teaching and support staff also hold weekly 'teach meets' where student needs are highlighted and shared with teaching teams. These students are then monitored. We adopt a graduated response in all situations.

Students on the SEND register will have access to key staff, key worker teams can be built up of tutors, teaching assistants, heads and assistant heads of year, who can offer support with organisation, emotional needs and liaise with the SENDCo as and when required.

Our SEND department also has weekly meetings where students' concerns can be raised and further weekly SEND leadership meetings where concerns are shared between the SEND leadership team.

All students who are identified with concerns about their well-being will be offered appropriate interventions as well as possibly support from external agencies including:

- Support from the School nurse
- Extra curricular clubs
- Support Centre Intervention
- Careers advice from Careers South West
- Support from additional 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 plan will outline the arrangements for managing medical conditions, 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.



Students at risk of exclusion

For students at risk of exclusion, THS is part of an area group to address the needs of these students and to plan intervention and action. This may include a managed move to another school or a referral to the Medical Inclusion Team or an Alternative Educational Provision if deemed appropriate. Alternative Provisions are implemented only after a number of consultations and the final decision lies with the 0-25 team. We work closely with Devon Inclusion Team.



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 Morrell: cmorrell@tiverton.devon.sch.uk

Deputy safeguarding officer is Mrs K Butler: kbutler@tiverton.devon.sch.uk



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

School based additional needs team:

- Senior SENDCo (Special Educational Needs and Disability Co-ordinator)
- Assistant SENDCo
- Area Lead for Social, Emotional and Mental Health Needs
- CAIRB Teacher (Communication and Interaction Resource Base)
- Area Lead for Speech, Language and Communication Needs
- Area Lead for Cognition and Learning
- Physical and Medical Needs is headed by the Senior SENDCo



- Teaching Assistants who have knowledge and experience, as well as some training, in working with a wide range of students and differing needs.
- Student Support Workers (Assistant Heads of Year)
- Support Centre
- Mental Health Champions
- Mental Health Practitioners

These are examples of external services we access:

- Educational Psychology
- Advisory Teacher: Speech and Language/ Communication and Interaction.
- Advisory Teacher: Hearing Impairment
- Advisory Teacher: Visual Impairment
- Advisory Teacher: Physical Impairment
- Advisory Teacher: Social, Emotional and Mental Health
- 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 Spectrum Disorder
- Speech and Language and Communication needs
- Social, Emotional and 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 SEND 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/carers know their children best and it is important that all professionals listen and understand when concerns are expressed about their child's development.

Tiverton High School uses the Team around the Family Framework (TAF) 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 5 Open Evenings
- Year 6 parents 'Meet the Tutor' sessions
- Learning Support Events
- Year 9 Options 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 website for further information and examples of offsite activities. We offer targeted SEND students access to the Sanctuary club which is a calm space at unstructured times. The SEND department has a student council to represent the students accessing SEND support and giving them a voice within the school.



How accessible is the school environment?

As a school we work 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 which is available on our website.



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 are invited to extra days in the school to familiarise themselves with their new surroundings and to take part in a tailored transition programme, which comprise of a series of monthly sessions at the school introducing prospective students to the site and staff.

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 may have individual transition programmes based on their needs. Our designated South West Career's Advisor for Tiverton High School is Charley Charlesworth.



How are the school's resources allocated?

As a school we have a SEND Team, led by the Senior Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs F Crellen. Within this team we have Area Leads 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) 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. If a student has a 1:1 teaching assistant this is within their Education Health Care Plan.



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 of 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 SEND 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

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/>

For EARLY HELP UPDATES, INFORMATION and RIGHT FOR CHILDREN QUERIES.....

<https://www.devonchildrenandfamiliespartnership.org.uk/workers-volunteers/early-help/>

