



Teignmouth Community School SEND Information Report 2020-21

(Part of the Devon Local Offer for Learners with SEND)

Scope

Teignmouth Community School Mill Lane is a mainstream 3-11 Primary School. The named SENCO is Luke Williams (Deputy Head of School) and is supported by Deputy SENCO Katy-Anne Powley.

Context	
This policy was pays due regard to;	
<ul style="list-style-type: none"> • The SEND Code of Practice: 0 to 25 years, July 2014 • Part 3 of the Children and Families Act 2014 and associated regulations 	
Governor responsible for SEN:	Maggie York
Principal:	Katy Quinn Mill Lane
Head of School:	Annabelle Thomas
SENCo Qualifications:	SENCO is a member of the SLT Annabelle Thomas holds the National Award for Special Educational Needs Coordination. Katy-Anne Powley will be undertaking National Award for Special Educational Needs Coordination this academic year.
Mill Lane SENCo:	Luke Williams
Contact Details:	luke.williams@teignmouthschool.co.uk
Mill Lane Deputy SENDCo:	Katy-Anne Powley
Contact Details:	Katy-anne.powley@teignmouthschool.co.uk
This policy will be reviewed annually	
Reviewed: September 2020	Governor reviewed: September 2020

Philosophy

Teignmouth Community School (TCS) encourages all its students to aspire to and achieve their potential including those students with Special Educational Needs. We believe in offering an inclusive education for all students with access to mainstream lessons. We aim for all students to become confident, successful and independent learners. As such, we treat every child and young person as an individual and create bespoke packages of support to ensure maximum achievement and progress.

The Needs of our Pupils

We have students in the school with a wide variety of SEN. These fall into four main categories (SEND Code of Practice 2014 pg86):

- **Communication and Interaction**
 - SLCN – Speech, Language and Communication Needs
 - ASC – Aspergers and Autism Spectrum Disorder
- **Cognition and Learning**
 - MLD – Moderate Learning Difficulties
 - SLD – Severe Learning Difficulties
 - SpLD – Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health Difficulties**
 - ADD, ADHD or Attachment Disorder.
 - Includes: children experiencing a wide range of social and emotional difficulties. Behaviours presented: withdrawal, isolation, challenging, disruptive or disturbing behaviour. These behaviours may reflect an underlying mental health difficulty such as: anxiety, depression, self-harming, substance misuse or eating disorders.
- **Physical or Sensory Needs**
 - Visual Impairment
 - Hearing Impairment
 - MSI – Multi-Sensory Impairment
 - PD – Physical Disability

Identification and Assessment of Special Educational Needs

At different times throughout a young person's school career, they may experience difficulties. When we are assessing any possible SEN we will consider the needs and aspirations of the young person as a whole.

The following definition of Special Educational Needs is provided in the Special Educational Needs and Disability Code of Practice 0-25 (2014):

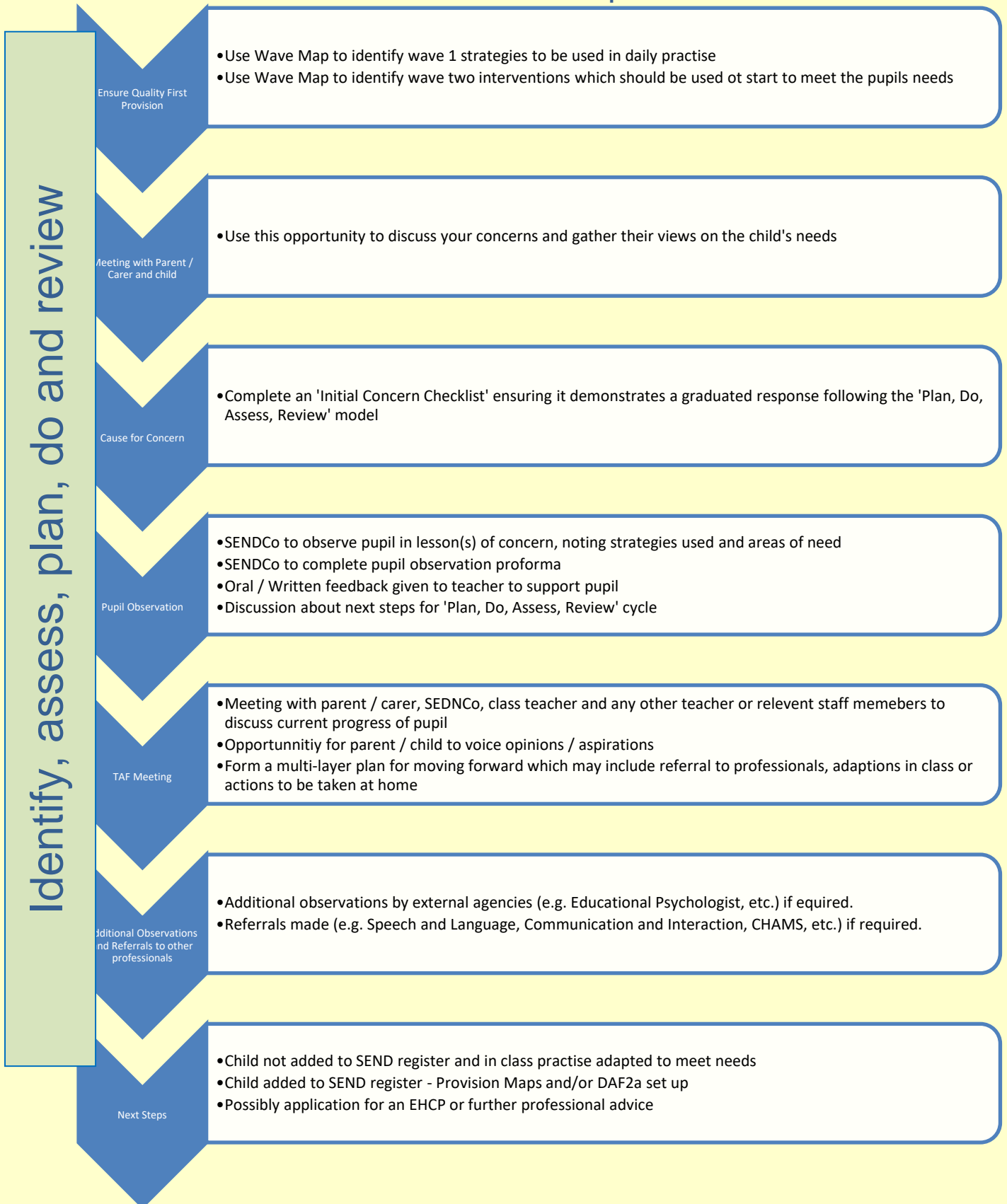
'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Our school is committed to early identification of special educational needs and adopts a response in line with the code of practice 2014. If evidence suggests that learners are not making expected progress, Teachers and Teaching Assistants will consult with the SENCO and Deputy SENDCo (Mill Lane) in order to ensure that specific in-class learning strategies and appropriate support programs are put in place in order to ensure students have a tailor-made timetable and a curriculum designed to enable maximum achievement and progress.

TCS Mill Lane will identify students as having SEN through a variety of ways:

- Class (Mill Lane) teachers, supported by the middle and senior leadership team, will make regular assessments of progress for all pupils;
- Using data to highlight students who are: making significantly slower progress than that of their peers starting at a similar baseline; fail to match their previous rate of progress; fails to close the attainment gap between their peers; or the attainment gap becomes wider;
- If staff have a concern about a student in their class, they will contact SENCo/SEN Team, who will record the concern raised and investigate further;
- If appropriate, advice will be sought from the Educational Psychologist and other outside agencies;
- Parent concerns will be record, investigated and staff will report back to parents regarding the finding;
- Meetings with parents, staff and outside agencies;
- Concerns from the child/young person themselves.

SEN Provision – Graduated Response – Mill Lane



Role in supporting students with SEN:

The Role of the Board of Directors

The Board of Directors has:

- appointed a qualified teacher to be responsible for coordinating the Special Educational Needs Provision: SENCo;
- to ensure that provision of special educational needs is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;
- to report to parents on the effectiveness of the school's SEN policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Director to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of the SEN policy;
- responsibility for ensuring funding is in place to support the SEN of students at the school;
- responsibility for reviewing the SEN policy and SEN Information Report regularly (at least yearly);
- nominated a link Director to visit the school regularly, to liaise with the Principal and the SENCO and to report back to the Board;
- responsibility for the effective implementation, monitoring and evaluation of the SEN policy and SEN Information Report.

The Role of the Link Director

The nominated Director will:

- work closely with the Principal, Head of School and the SENCO;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Board every term;
- annually report to the Board on the success and development of this policy.

Mill Lane Wave Map

This document aims to support all staff and parents/carers in understanding the 'Waves' of teaching provision available to all our pupils within our setting. These are described as follows:

Wave 1:

The Wave 1 Provision is what is on offer to **ALL** children within the mainstream class and is delivered by all class teachers. It is closely monitored and supported by Senior Leaders. It includes a wide range of strategies to differentiate and personalize learning in all core areas.

Wave 2:

The Wave 2 Provision is **targeted small group interventions** for pupils who are identified through Target Tracker Data, pupil's GAP analysis or as a graduated response if Wave 1 strategies have been ineffective at supporting the pupil. Wave 2 Provision is designed for groups of children for whom a well-structured short-term programme is all that is needed to enable them to make accelerated progress in order to catch up with their peers.

Wave 3:

The Wave 3 provision is for children where Wave 1 and Wave 2 provision are solely not enough to help children make the accelerated progress in order to help them catch up with their peers. It may need to be **a more intensive programme, involving more individual support or specialist expertise from internal and external agencies.**

Aea of Need	Wave 1 Quality First Inclusive Teaching	Wave 2 Short Term Interventions (Class Wave Maps)	Wave 3 Long Term Support, Personalised Provision and other Agencies (DAF/EHCP)
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated Curriculum • Differentiated Delivery • RWI Setting • Numeracy Setting • Spelling Setting • Whole Class Guided Reading • RWInc Guided Reading • Creative Learning Journey • Carpet/Tables Spaces • Peer Support / pairings • Targeted Questioning • Visual Timetables • Teacher/TA Guided Groups • Focus on 'Growth Mindset' • Shared Success Criteria • Resources (Sound/Word Mats) • Physical manipulatives • Visual representations • Individual Target Cards • Responding to Marking • Working Walls • Early Morning Work • Accelerated Reader • Book bands • Library time • TT Rockstars • Varied, personalised and frequent feedback • 7 second thinking time 	<ul style="list-style-type: none"> • Reading Interventions • Writing Interventions • Numeracy Interventions • Handwriting Interventions • RWI 1:1 Interventions • Fresh Start – Year 5/6 • Yr 2/Yr 6 Pixl Interventions • Pinny Time • 1:1 daily reader 	<ul style="list-style-type: none"> • My Plans • Use of Rights for Children • TAF Meetings • Request for EHCP • EHCP Annual Reviews • Educational Psychologist • 1:1 TA – Where funded • Dyslexia Screener/Referral • School nurse • Auditory Processing Disorder referral

<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Differentiated Curriculum • Differentiated Delivery • Visual Timetables/Timers • Peer Support / pairings • Visual prompts • Key Vocabulary Provided • Target Questioning • Instructions broken down • Carpet/Table Spaces • Teacher/TA Guided Sessions • Rephrase Questions and Answers • Model language • Use of teacher ipads • Modelling and demonstrations • Quiet space to minimise distractions • MTYT / TTYP • Continuous Provision • RWInc Signals 	<ul style="list-style-type: none"> • Playtime/Lunchtime Groups • After School Clubs • Sensory Breaks • Thrive Interventions • Speech and Language Therapy – internal • Speech Link Interventions • Listening Group Interventions • 1:1 daily reader • Lego Therapy Inclusion room Communication and Interaction group 	<ul style="list-style-type: none"> • My Plans • Use of Rights for Children • TAF Meetings • Request for EHCP • EHCP Annual Reviews • Communication and Interaction Referral • Speech and Language Therapy - external • 1:1 TA – Where funded • Early Bird Plus for Parents • School Nurse • Dyslexia Team
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<p>Sensory and/or Physical</p>	<ul style="list-style-type: none"> • Differentiated Curriculum • Differentiated Delivery • Carpet/Tables Spaces • Wobble Cushions • Slanted Writing Screen • Pencil Grips • Weighted Blankets • Ear Defenders • Fiddle Sticks (Not fidget Spinners!) • Specialist PE Teacher • After School Clubs • Huff and Puff Equipment • Apparatus • Outdoor Learning • Whole School Handwriting Policy • Trained First Aiders on duty • Gross and fine motor skills activity • Linking movement breaks and physical movement into lessons • Quiet space to minimalise distractions • Chewlery • Wake and Shake 	<ul style="list-style-type: none"> • FunFit • Handwriting Interventions • Sensory Breaks • Personal working space • Inclusion room time out • Safe space in classroom • Wake and Shake • Art Therapy 	<ul style="list-style-type: none"> • My Plans • Use of Rights for Children • TAF Meetings • Request for EHCP • EHCP Annual Reviews • Occupational Therapist • Physiotherapist • 1:1 TA – Where funded • School Nurse referral • Intimate Care Policy and Plans • School Nurse
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<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> • Differentiated Curriculum • Differentiated Delivery • Stay on Green Behaviour Policy • Visual Timetables • Assemblies to promote values • In class TA support • Structured routines • PSHE embedded across curriculum • Class Charts • 10-a-day EH4MH teaching • Regular opportunities to share learning • Regular celebration of learning • Merits and positive behaviour ethos 	<ul style="list-style-type: none"> • Personalised Playtime/Breaktime Timetable. • Safe Space to retreat to • 1:1 Thrive Sessions • Social Stories • Learning Mentor • Personal work station • Inclusion Room sessions • Timeout cards • Breakfast and snacks given • Art Therapy • Inclusion room cooking group 	<ul style="list-style-type: none"> • My Plan • Use of Rights for Children • TAF Meetings • Request for EHCP • EHCP Annual Reviews • Behaviour Support Team (BST) • Educational Psychologist • CAMHS • Positive Handling Plans • Personalised Timetable • Access to Thrive Hive • 1:1 TA – Where funded • School Nurse Referral • PEP Meetings • Parenting Course (Action for Children) • Timid to Tiger programme • School Nurse • SWISS
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The Role of the Principal

The Principal will:

- ensure all school personnel, students and parents are aware of and comply with the SEN policy;
- ensure that the daily management of SEN provision is effective;
- work closely with the SENCO, the link Director and the teaching and support staff;
- keep the Board of Directors informed of all matters relating to its responsibilities for the provision of SEN;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff.

The Role of the Special Education Needs Coordinator

The SENCO will:

- work with the Principal to oversee the day to day provision for students with special educational needs within the school;
- Ensure Teignmouth Community School Mill Lane's compliance and adherence to the SEND Code of Practise;
- inform parents when SEN provision has been made for their child;
- lead the development of SEN throughout the school;
- provide guidance and support to all staff;
- organise, manage and deploy the team of TAs;
- prepare and keep up to date My Plans (Mill Lane);
- track the progress of children with SEN;
- organise training for school personnel;
- keep up to date with new developments and resources;
- investigate concerns when identified through monitoring systems or raised by staff, parents or students;
- use the graduated response framework;
- listen and liaise with parents;
- listen to the students;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor all students on the SEN register;
- Use Provision Maps for analysis and tracking of SEND provision
- annually report to the Board of Directors on the success and development of SEN.

The Role of the Deputy Special Education Needs Coordinator

The Deputy SENDCo will:

- Undertake the annual SEND audit alongside the SENDCo
- Liaise with parents of SEND children and support them in understanding how children's needs are met and how they can be met at home
- Implement EHCP Requests alongside the SENDCo
- Requesting support from and liaise with multiple agencies (EP, SEMH & Wellbeing Team, C&I, OT, Aps, GPs, School Nurse, Dyslexia Team)
- Effectively use Provision Maps to produce 'My Plans' including monitoring their implementation and reviewing them. Produce mandatory interventions list of SEND interventions that need to take place. Track and assess effectiveness of interventions.
- Hold EHCP review meetings
- Undertake 'Initial Concern' observations to support class teachers and to identify learners with SEND
- Update of SEND register
- Circulate Termly data of SEND children to staff, including target areas and gaps
- Update in staff briefings on SEND children and provisions
- Support staff in identifying teaching and learning strategies to support SEND learners
- Support parents and children who are identified as needing Special School Provision
- Secure funding for SEND children so provision can be provided suitable to meet their needs alongside the SENDCo
- Attend local community SEND Hub meetings
- Audit and manage the stock of SEND resources
- Work closely with the Speech and Language Team to identify children with need and ensure provision is provided and referrals made
- Invited to attend some leadership meetings to present information
- Release time to support the implementation of the above

Role of the Class Teacher

The class teacher must:

- be aware of the school's policy for the identification and assessment of students with special educational needs and the provision it makes for them;
- deliver the individual programmes for each special educational needs pupil as set out in their My Plans;
- deliver differentiated programmes for each special educational needs pupil as detailed in SIMs and employing the specific strategies of support (Exeter Road);
- develop My Plans for special educational needs students by working closely with the SENCO and support staff (Mill Lane);
- Review My Plans with SENDCo / Deputy SENDCo (Mill Lane)
- comply with all aspects of the SEN policy;
- undertake and engage fully with appropriate training;
- inform SENCO/SEN Team when they have concerns about a student.
- Be proactive and remain up to date with respect to identified students on the SEN register and applicable strategies to meet
- Discuss children's learning needs with outside agencies as arranged by the SENDCo

Role and Rights of Parents and Carers

We encourage parents and carers:

- to work closely with the school in order to develop a partnership that will support special educational needs students;
- to attend parent/carer forums;
- to take part in the review of My Plans;
- to attend annual reviews;
- to attend TAF review meetings;
- to communicate effectively with school.

Role and Rights of Students

We encourage students with special educational needs to understand their rights and to take part in:

- assessing their needs;
- devising their My Plans (Mill Lane);
- setting learning targets;
- attending and contributing to the annual review (Exeter Road);
- attending and/or contributing to TAF reviews;
- completing their pages of the 'Listen to me and my family' or other relevant forms to have their views taken into account.

SEN Support

Students identified as having a special educational need will be added to the SEN register under SEN Support. These will be students who, despite having received targeted teaching to address their weaknesses, continue to not achieve their expected progress and those who need continued strategies within their learning curriculum outside of Wave 1 and 2 strategies. They may:

- show signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
- present persistent emotional social or mental health difficulties;
- have sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- have communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum;
- have an alternative curriculum in place to facilitate individual progress and achievement.

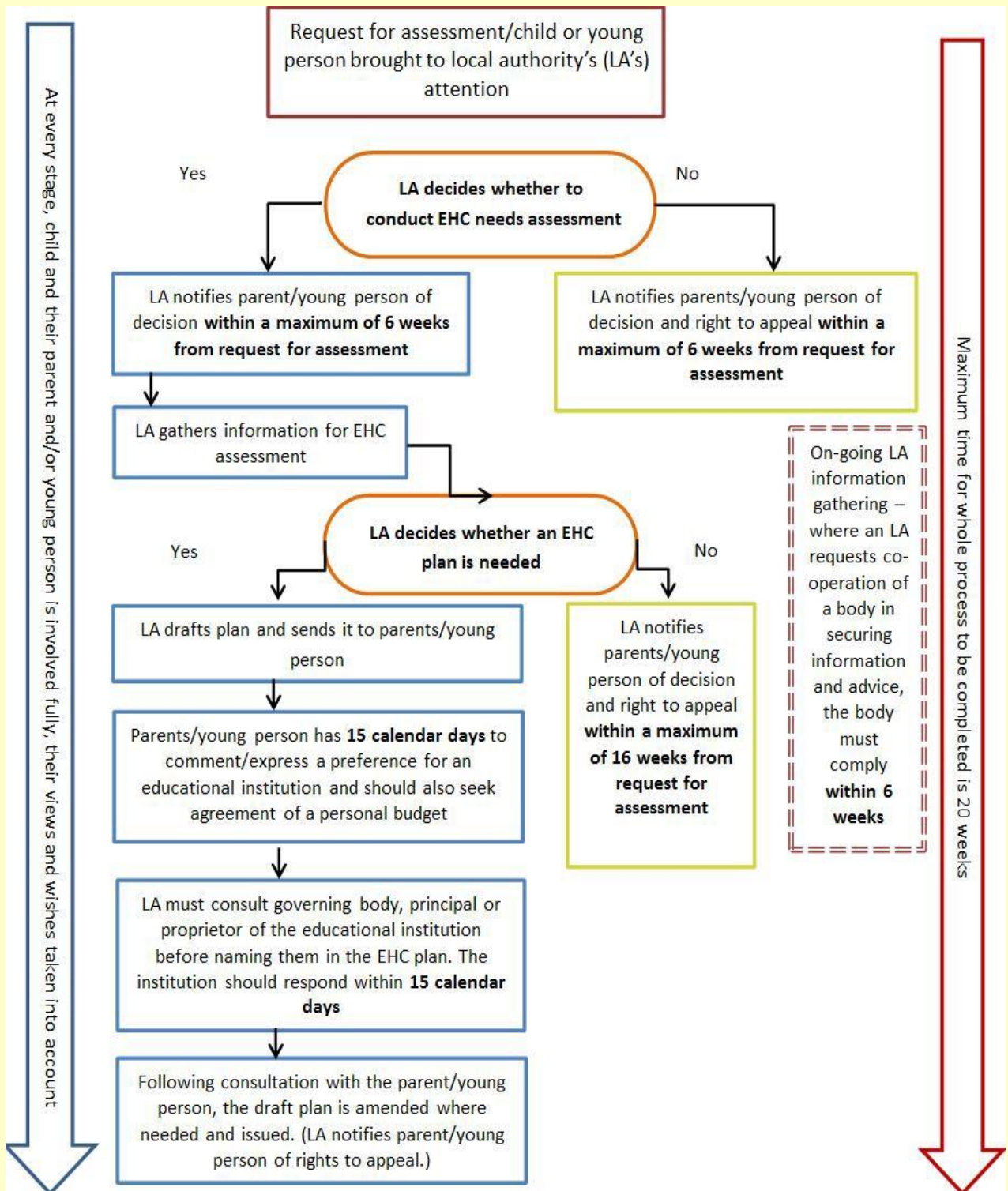
Further additional support, though the 'Right for Children' Framework, may be needed if a student continues to struggle to make progress despite having individualised support. This additional need for support will be triggered when the student is:

- continuing to make little or no progress in specific areas over a long period;
- continuing working at national curriculum levels substantially below that expected of students of a similar age;
- continuing to have difficulty in developing literacy and numeracy skills;
- having emotional, social and mental health difficulties which substantially interfere with the student's own learning or that of a class, despite having individualised support strategies in place;

- having sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- having on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The SENCO may also seek advice from the Educational Psychologist who may observe the student in lessons and liaise with parents/carers and staff to share effective learning strategies for the student. In a minority of cases, the parent or SENCO will request the LA to make an EHC assessment which could result in an Education, Health and Care Plan (EHCP). Any such provision is arranged, monitored and reviewed by the LA with input from the school and other relevant agencies. Reviews of these plans are conducted annually. Advice and guidance is offered to parent/guardians of these students at all stages.

Statutory timescales for EHC needs assessment and EHC plan development



Evaluation of Provision for students with SEN:

TCS will:

- Evaluate the quality of provision by reviewing staff expertise through classroom observations and linking to appraisal/performance management;
- Evaluate the quality of provision through rigorous analysis of student progress by Senior Leadership Team through data, book looks and student observations;
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEND students;
- Review attendance and exclusion data for SEND students;
- Track the progress of different student groups e.g. ASD, Dyslexia, Moderate Learning Difficulties etc.;
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data via Provision Maps;
- Use feedback from the Devon SEND audit to inform and evaluate our provision;
- Have a school improvement plan which accounts for specific development of SEND provision and will aim to address areas of weakness;
- regularly providing opportunities for parents and learners to express views;
- monitoring and reporting on SEN pupil participation in reviews and planning meetings;
- monitoring and reporting on SEN student participation in extra-curricular activities;
- monitoring and reporting on parental involvement including attendance at parents' meetings and student review days (held three times a year);
- feedback from other local agencies involved with the school;
- acting upon advice and reviews from 0-25 Team and other specialised support teams;
- Annual review and TAF review meetings

Access Arrangements:

Access arrangements are for students who require support in exams. This is based on evidence collected from class teachers in liaison with the SENCO. For some arrangements, students have to be assessed and the arrangement applied for from the exams board e.g. a reader, scribe or when extra time is required. For other arrangements such as using a word processor, use of overlay, rest breaks or a small room these can be granted by the school, but evidence must be collated and stored on file.

The school are required to log evidence to show the need for this support as it has to be their usual way of working. An application will be made to the exams board for the access arrangements and parents will be notified.

The TCS approach to teaching students with SEN:

- We ensure all students have access to high quality teaching which takes into account student's different needs. Teachers will differentiate lessons to match the student's level of learning as part of the schools universal provision;
- personalise timetables and the school day for students with complex needs;
- liaise with relevant outside agencies to ensure the SEN provision is appropriate for the individual;
- Make appropriate use of the resources in delegated budgets to support students with additional needs;
- Identify a student's lack of expected progress and will review the individual needs. We recognise that some children only need modifications to teaching approaches, organisation or provision of equipment or resources as part of the differentiated curriculum. Those strategies identified for individuals will be shared with all staff teaching the student;
- Have a consistent, graduated approach to meeting student need by reviewing class teaching, strategies and remove barriers to learning by creating a more personalised approach.

TCS encourages all students to take part in extra-curricular activities and trips:

- We promote the health and wellbeing of all students by offering a wide variety of extra-curricular activities, such as:
Mill Lane: [Technology Club](#), [Science Club](#), [Sport Teams](#), [Gym](#), [Drama club](#), [Music class and clubs plus Gardening/Forest School](#);
- We monitor SEND student engagement with extra-curricular activities through student voice;

Support at TCS that is available for improving the emotional, mental and social development of students with SEN:

- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities;
- Review attendance and exclusion data for SEN pupils;
- Provide a safe environment for students;
- Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs. Pastoral Coordinators/ HOL or tutees will ensure the appropriate staff are aware of the relevant information;
- Assess students displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties;
- Regularly review the SEND, anti-bullying and behaviour policies;
- Ensure there are opportunities for feedback from students;
- Where appropriate seek further advice from advisory services and outside agencies;
- Have regard to the Early Help Pathway and where appropriate use this pathway to access further advice and support.
- Promote strategies to look after mental health such as the national 10-a-day initiative
- Follow a stringent PSHE and SEMH curriculum
- Emphasis on teachers knowing their children through well-built relationships
- Regular safeguarding updates

The expertise and training of staff at TCS in relation to children and young people with special educational needs:

The school:

- Will regularly audit and review staff training needs and provide relevant training to develop whole school staff's understanding of SEN and strategies to support inclusion and high quality teaching;
- Provide staff with information about effective strategies to use within their class;
- Adhere to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs;
- Acknowledge the key role of the Special Educational Needs Co-ordinator (SENCO) in providing professional guidance to colleagues and contributing to professional development of all staff;
- Ensure that the SENCO has sufficient designated time to fulfil their role adequately;
- Ensure the SENCo is on SLT in order to enable input to whole school strategy with regards to SEN provision;
- Ensure the SENCo completes the National Qualification for SEN Coordination, within the designated timeframe, and is provided with adequate support to do so;
- Ensure all staff (both teaching and non-teaching) have had training to develop staff knowledge of the four areas of need and the nature of the difficulties linked to each area, including online training materials such as the Inclusion Development programme and Advanced Training Materials

Specialist Expertise SEN Training:

- We regularly audit and review staff training needs through the appraisal framework, observations, book looks and student progress and provide relevant training to develop whole school staffs understanding of SEN and strategies to support inclusion and high quality teaching;
- Provide staff with information about effective strategies to use within their class, which is available on Provision Maps;
- We adhere to the principle that '*All teachers are teachers of children with special educational needs*'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs;
- We acknowledge the key role of the Special Educational Needs Co-ordinator (SENCO) in providing professional guidance to colleagues and contributing to professional development of all staff;
- Ensure all staff (both teaching and non-teaching) have had training to develop their knowledge of the four areas of need and the nature of the difficulties linked to each area;
- Access training available through external support services and agencies.

Specific Training: 2019-2020

Whole School Training – Mill Lane
Newly Qualified Teachers (NQTs) introduction to SEN and support strategies
Provision Maps training for staff including locating My Plans for pupils
Attachment disorder training
SEND termly updates focusing on needs of TCS students
Relationship and behaviour support training
Individual Staff
Supporting Access Arrangements
Exam Access Arrangements and Up dates
Read Write Inc.
Auditory Processing Training
Attachment Awareness
Devon SEND briefings
Supporting professionals through the process of contributing to EHCP
SEN: Safeguarding and Prevent Training

Kingfishers Provision:

Mill Lane has a specific provision to meet the needs of those children whose needs cannot be met within a mainstream school classroom setting. These include children who need a highly bespoke and personalised curriculum, often with multiple interventions and strategies outlined within an Education Health Care Plan (EHCP).

Kingfishers Learning Hub

Why?

At Teignmouth Community School Mill Lane, inclusion is greatly important to us and as such we believe that all children who attend TCS Mill Lane are capable of receiving mainstream education. However, we also understand that many children have additional needs which may require a more bespoke plan to ensure they receive a quality, broad and balanced curriculum which will support their development.

Therefore, over a number of years, we have developed our Kingfishers Learning Hub. Within the hub, children are offered a highly personalised version of our curriculum. Two classrooms work alongside each other; one focused more specifically at supporting children with Cognition and Learning needs, the other set up to support children with Social, Emotional Mental Health needs.

When?

Children's timetable of attendance in the Kingfishers Learning Hub is entirely flexible and individually personalised to what that child needs; As such, the provision is offered to children in two ways:

- Either as a full-time offer where it will become the 'home class' for children
- or on a part-time basis for some children who need an alternative to our fulltime mainstream offer.

How?

A typical day within the provision would see those who access it complete learning tasks alongside continuous provision learning opportunities. Interventions are offered in a fluid way which works alongside the normal day and these include 1:1 reading, pre and post teach activities, Lego therapy, communication and interaction games for example. The classroom environment and planning of the day is organised to ensure the children access a total communication environment, lots of physical resources and manipulatives and a flexible sensory rich diet. The children also have additional Outdoor Learning and Physical Education sessions.

Assessment in the hub is again tailored to the children who are accessing it. For those who require SEMH support which sits outside of our main tracking of curriculum attainment and progress, we use the Boxall Profile. This enables us to measure the social, emotional and behavioural developments children make. For other children, we use iSEND which enables a more granular measurement of progress within the curriculum.

Who?

The provision is led by two specialised and qualified teachers. Ashley Smith, who has developed over a number of years a specialism in SEMH, behaviour support and THRIVE interventions, and Katy-Anne Powley, an Early Years trained teacher who has developed their knowledge of supporting children with learning needs, and is currently our Deputy SENDCo.

Both classes are also supported by Sarah Large, an experienced HLTA, who has previously been our Inclusion Coordinator, running parent workshops, Speech and Language and SEMH / C&I sessions for small groups of children.

Michelle Knight, a trained medical professional and first aider, supports a child 1:1 in the setting.

Accessibility - TCS will:

- Use our best endeavours to make sure that all children with SEN get the support they need;
- Carry out our duty to make reasonable adjustments under the Equality Act 2010;
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need.

Partnership with parents/carers and students:

TCS has established positive working relationships with parents/carers and students. We recognise the importance of the parent's/carer's contribution to the decision making processes of a student who may have SEN. The school will provide information in a manner accessible to all parents/carers, some of who may also have literacy or sensory needs.

We request that parents/carers:

- encourage your child to learn and provide support for homework on a daily basis;
- read to, with and alongside your child at home and encourage independent reading when appropriate;
- establish effective routines for bedtime, homework and coming in to school on time;
- encourage your child to participate in opportunities offered by the school;
- ensure your child arrives at school with the correct equipment;
- inform the school about any concerns or problems their child is experiencing;
- attend parents evenings, review days, meeting and discussions about your child's progress and provide information when requested;
- take an active interest in your child's well-being and progress and engage positively in conversations with staff.

TCS will:

- Make arrangements for providing students and their parents/carers with advice and information about matters relating to SEN and disability;
- Ensure decisions are informed by the insights of parents and those of students themselves;
- Inform parents when we are making special educational provision for your child and have processes in place for engagement with students and their families to provide feedback on provision;

- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home;
- Carry out annual reviews through an appropriate person centred planning process;
- Hold regular parent meetings, with the student, as appropriate, to discuss progress;
- Be aware that parents and students have specific rights to request an Education, Health and Care needs assessment and should feel able to tell their school if they believe they have or may have SEN.
- Encourage the active participation of the student and parent/carers.
- If a parent would like to discuss something about their child they should initially contact the classroom teacher in the first instance, and then the SENCO (Mill Lane or Deputy SENCO). The teacher or SENCO will be in contact about any worry and how the concerns are addressed.
- If a parent feels that the concerns have not been addressed then they should go to the complaints procedure in the policy section of the TCS website.

Working together with Outside Agencies, including health and social services, local authorities to support students with SEN and their families

TCS will:

- When appropriate, seek advice from advisory services and outside agencies including (but not limited to) the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a student's needs;
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need;
- Access additional support through the 'Right for Children Framework' and Early Help referrals.

Outside agencies and services access by the school:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- Communication and Interaction Team;
- Advisory Teachers – Visual Impairment, Hearing Impairment etc.;
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- Specialist Nurses e.g. Epilepsy, Asthma etc;
- SEMH and Wellbeing Team (Behaviour Support Team)
- Inclusion Team
- 0-25 Team for additional support
- Auditory Processing Team
- Pediatrician
- Bladder and Bowl team
- Dyslexia Team

Preparing for Transitions - SEN Transition Support

Mill Lane

When children begin their educational journey at Teignmouth Community School the school undertake visits to both home and current setting. The school offer a number of *stay and play* sessions where parents are also invited to attend. A 'meet the teacher' evening is held for the Reception children where school expectations are outlined and how the school day operates. For Years 1-6 the early promotion of the new school year allows children to spend up to 3 weeks in their new class with their new class teachers working on a mini project. We offer a number of shorter sessions before the promotion to allow the children to become familiar within their new environment. For children with additional needs we offer a personalised approach that could include transition books, additional meetings with parents and teachers/support staff and extra visits to their new classroom. Towards early promotion staff meetings are held for teachers to share information on their children within the class.

The school work closely with Secondary Education providers (including those of a specialist setting) to ensure that the year 6 leavers have a successful transition.

Useful links, including the Devon Local Offer

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

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

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

<https://www.gov.uk/children-with-special-educational-needs>

Key Terms and Definitions

ACRONYM	TERM	DEFINITION
SEND	Special Educational Needs and Disability	
SENCO	Special Educational Needs Coordinator	Member of staff who is responsible for students on the special educational needs register and ensures that they are supported in achieving their potential
0-25 SEN Team	County Special Education Team	Devon County's team who are responsible for children with EHCPs or Statements of Special Educational Needs
CAL	Centre for Appropriate Learning	Exeter Road's Inclusion and Learning Support department
TA	Teaching Assistant	
HOL	Head of Learning	Person responsible for monitoring progress of students in a year group
LA	Local Authority	
IEP	Individual Education Plan	A plan with specific targets put in place to support students on the special educational needs register
EHCP	Education and Health Care Plans	The new statutory plans replacing Statements
PC	Pastoral Coordinator	Person responsible for the pastoral support of a year group. (Generally a non-teaching role)
TAF	Team Around the Family	Parents, child, school and other agencies meeting to support the whole family