

Brixham College

SEND Policy

Review date	March 2025
Next review date	March 2026



A Values Led College

Introduction

All students at Brixham College are entitled to an education that allows equality of opportunity, removal of barriers which impede learning, and the support to ensure that all students can successfully achieve their own personal academic as well as social and emotional goals.

As with all learning communities, at some point during a student's educational journey, they may find themselves encountering learning barriers. These barriers can be both temporary or may lead to permanent support needs, throughout the duration of the student's time with us at Brixham College.

Legislation

With the introduction of both **The Children and Families Act 2014** and **The Special Educational Needs and Disability Regulations 2014**, every school must ensure that a student's need/s in relation to SEND are:

- Identify that students with a special educational need/s, disability or medical condition that have a significant effect on their learning, are highlighted appropriately, and those needs are met so they can access learning.
- Ensure that these students are able to engage with all activities offered within the college, through the curriculum, enrichment and college events and trips.
- Provide high quality teaching that includes differentiation for individual students' needs, in relation to their special educational needs.
- Ensure that all students' progress is monitored, and all achievement is celebrated.
- That a qualified teacher is allocated as the College Co-ordinator for SEND provision. Known as the SEND Co-ordinator (SENDCo)
- That parents are fully informed when their son/daughter requires support linked to a special educational or medical need where provision is adapted or implemented for their son/daughter.
- That communication between parents and the college is open, throughout the support of the student.
- That the college generates a SEND Register, where all students with a SEND or significant medical need that has an impact on their learning or accessing education is added, and that any provision is reviewed at key points in an academic year.
- That students who hold an EHCP, have a formal annual review of their learning and provision.

"On 1 May 2020 some aspects of the law on education, health and care (EHC) needs assessments and plans changed temporarily to give local authorities, health commissioning bodies⁴, education settings and other bodies who contribute to these processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19)."

<https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19>

Links to other Policies

Further information relating to Special Educational Needs and Disabilities provision can be found in the College's Accessibility Plan and the following policies: Students with Medical Conditions, Equal Opportunities, Safeguarding, Health & Safety, Child Protection and Behaviour Policy.

College Aims and Objectives

Brixham College aims to provide a supportive and caring environment in which staff can deliver high quality teaching and support to students at all levels of educational need and ability.

"A student has SEND where their learning difficulty, disability or medical need, calls for special educational provision, which is different from, or additional to, that normally available to students of the same age". [Special Educational Needs and Disability Code of Practice: 0-25 (2014)]

We will provide a curriculum that is tailored to support the needs of all our students and specialist facilities within the college to ensure students can access the right type and level of support when a student requires it. Students are then able to overcome any difficulties they may face and can continue to make a positive contribution to the college and the wider community as well as gaining their own sense of independence.

Once identified, the provision for a student with special educational needs, disability or medical needs, must match the nature of their need, ensure that a student is able to make continued and sustained progress and that any provision that is provided, is reviewed on a regular basis and formally assessed annually.

It is therefore a fundamental principle that:

- A student with SEND need will have their needs met in an appropriate and sustained way.
- A student's need and support will be determined through:
 - **EHCP (Education, Health, Care Plan)** a student will be supported through normal differentiation methods in class, as well as via Learning Support or through the ASC Enhanced Provision (The Harbour), depending on need. Students with an EHCP will already have their needs highlighted and the type of support, and resource/s deemed/needed to support this student appropriately which is confirmed in both their plan and through the college's SEND Student Individual Education Plan. External agencies will also be highlighted through these documents, including their part to play in the student's overall support package. The views of student/s will be sought, considered and used where appropriate to support their learning.
 - **SEND Support (K): Additional Need** a student will be supported through differentiation methods in class, cognitive or social and emotional interventions or behaviour support as well as needing/receiving additional support as set out in their SEND support plan (IEP).
 - **SEND Support (W)** a student will be supported through normal differentiation methods in class, as well as needing/receiving monitoring and/or support via

the Pastoral Team (Tutor and Head of Year). Where it is identified that the pupil is needing greater support they will be referred on to TAC (Team around the Child) support team for possible inclusion on the College's SEND register

- The views and support of parents/carers play a vital role in supporting the student's allocated provision, and continued education journey at Brixham College.
- Students with SEND are able to access a broad and balanced curriculum, have access to the National Curriculum and can access all areas of the college's enrichment and extra-curricular activities.
- Teaching staff have knowledge and understanding to use a range of teaching strategies, styles and resources to enable all students with SEND, to access their subject area and that as a teacher they have responsibility to address the range of learning difficulties within their own classroom as well as having the appropriate skills and expectations to facilitate learning and progress at all times. All teachers are teachers of SEND. [*Special Educational Needs and Disability Code of Practice: 0-25 (2014)*]
- To ensure that activities are planned and delivered in such a way that students with SEND are able to make measurable progress. Clear, meaningful and achievable targets will be set in negotiation with all relevant parties, including the student wherever possible.
- The close liaison with feeder Primary Schools will ensure that prior to and at the point of transition, all students including those with SEND are appropriately catered for both pastorally and academically and that relevant support is in place for all designated SEND students
- In support of the student and parents the SENDCo will assist the Careers Support Advisor, in identifying and, signposting of key CEIAG (*Careers Education Information Advice and Guidance*) and what further support the student may need in this area. For a Y11 & Y13 student that holds an EHCP, Careers South West, (an independent organisation (will meet with these students across terms 3-4, to ensure that all Post 16 & 18 provision is in place.

The Board of Governors have a duty to:

- Ensure that all areas of the SEND Code of Practice (2014) are planned, implemented and reviewed and the SEND policy reflects the new changes and any modifications are made in relation to the college's SEND provision.
- Ensure that the college publishes information on their website about the implementation of the College's SEND policy and other information that is deemed appropriate for all and prospective students' parents to be aware of.
- Ensure that this information is reviewed annually and any changes that need to be made are updated.
- Ensure that an annual SEND information report, is published and distributed to all relevant audiences and that relevant SEND information can be found in the school prospectus.

- To appoint a Governor as well as a sub committee to oversee the area of SEND and to report to the Board of Trustees periodically.
- In support of the Principal, the SENDCo and member of the Senior Leadership Team who oversees SEND, will manage complaints from parents about provision for students and linked with any special educational needs promptly and carefully.

SLT Member allocated the oversight of SEND: Kara Bridgeman (Vice Principal)
SENDCo Mainstream: Samantha Lander
SENDCo ASC: Cathryn Beswetherick.

In line with Special Educational Needs and Disability Code of Practice: 0-25 (2014) Brixham College produces a Local Offer, which outlines all of the support and resources that the College provides for SEND students. As the College also has an Enhanced Provision for students with a diagnosis of Autism, two Local Offers exist to provide ease of clarity for parents. Both can be found on the College Website. In addition a link to Torbay's Local Offer can also be found there. The Local Offers are highlighted as:

Local Offer – Brixham College: Mainstream 11-18

Local Offer – Brixham College: Enhanced Provision

Local Offer – Torbay Council

documentation, please see the attached appendices

Appendix 1: Identification of Students with SEND needs.

Appendix 2: Staff Responsibility and Accountability in relation to SEND.

Appendix 3: Monitoring and Review of SEND students.

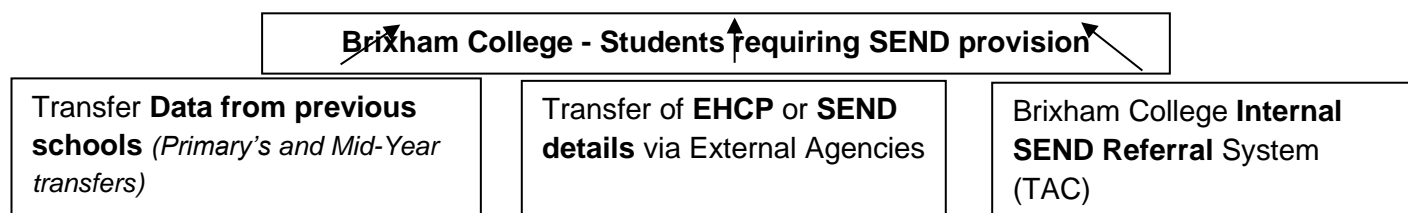
Appendix 4: Specialist Provision, Resources and Facilities.

Appendix 5: External Services and Support.

Appendix 6: Published Information, Reports & Communication with all Parties.

Appendix 1: Identification of Students with SEND Needs

The identification of students with potential SEND needs can be highlighted in the following ways:



1.1 Identification begins:

The following table highlights the type of identification used and the actions taken when a student is assessed for requiring College Action & College Action+.

Cognition & Learning		and/or	Communication & Interaction	
SEND Support: K Additional Need			SEND Support: K Additional Need	
Identification	Action		Identification	Action
From transfer data Via Early help/CIN/CP recommendation From SEND referral Form. From CAT's data. - Overall score of <85 - CATs /SATs discrepancy of >10 - From SATs (Fail) KS3 Level <4 Reading / Spelling age 2+ years below peer age group.	1. Student added to SEND Register on SIMS and in Teams. <i>(Updated electronically staff notified)</i> 2. Recorded on Provision Mapper - SEND profile of student on Class charts. Available to all staff. 3. Subject teachers differentiate classwork/homework etc 4. Subject teachers / tutor monitors progress and achievement. 5. Student added to support group support, or specific intervention groups (Literacy/numeracy etc) 6. SENDCo will action SEND review three times a year and highlight on Provision mapper/Class Charts.		From transfer data Via Early help/CIN/CP recommendation. From SEND referral Form. From CAT's data. - Overall score of <75 - CATs /SATs discrepancy of >15 - From SATs (Fail) KS3 Level <3 Reading / Spelling age 3+years below peer age group. Via External Agency Info & referral	1. Student added to SEND Register on SIMS and in Teams. <i>(Updated electronically staff notified)</i> 2. Recorded on Provision Mapper - SEND profile of student on Class charts. Available to all staff. 3. Subject teachers differentiate classwork/homework etc 4. Subject teachers / tutor monitors progress and achievement. 5. Student added to support group support, or specific intervention groups (Literacy/numeracy/Curr Supp etc) 6. Referral to External Agencies. 7. SENDCo will action SEND review three times a year and highlight on Provision mapper/Class Charts

	7. Parents informed of support and review findings.		8. Parents informed of support and review findings.
Social Emotional & Mental Health - SEMH			
SEND Support: K Additional Need		SEND Support: W	
Identification	Action	Identification	Action
<p>From transfer data</p> <p>Via Early help/CIN/CP recommendation.</p> <p>From SREF referral Form/TAC team.</p> <p>Via External Agency Info & referral</p>	<ol style="list-style-type: none"> 1. Student added to SEND Register. <i>(Updated electronically staff notified)</i> 2. Recorded on Provision Mapper - SEND profile of student on Class charts. Available to all staff. 3. Subject teachers differentiate classwork <i>(where appropriate)</i> 4. SEMH Practitioners/ tutor / HLTA's and subject teacher's monitors progress and achievement. 5. Student referred to SEND or Student Support further intervention. 6. SENDCo will action SEND review three times a year and highlight on Provision mapper/Class Charts 	<p>From transfer data</p> <p>Via Early help/CIN/CP recommendation.</p> <p>From SREF referral Form/TAC team.</p> <p>Via External Agency Info & referral</p>	<ol style="list-style-type: none"> 1. Student added as W on SIMS. <i>(Updated electronically staff notified)</i> 2. Recorded on Provision Mapper - SEND profile of student on Class charts. Available to all staff. 3. Subject teachers differentiate classwork <i>(where appropriate)</i> 4. Subject Teachers / HOY/ tutor and HLTA's monitors progress and achievement. 5. Student referred to SEND or Student Support if further intervention or need is highlighted. 6. Parents informed of support and review findings.

	7. Parents informed of support and review findings.		
Sensory and or Physical or Student with a Disability / Long term or Serious Medical Need.			
SEND Support: Additional Need		SEND Support: W	
Identification	Action	Identification	Action
<p>From transfer data</p> <p>Via Early help/CIN/CP recommendation.</p> <p>From SREF referral Form/TAC team</p> <p>Via External Agency / GP consultant Info & referral</p>	<ol style="list-style-type: none"> 1. Student added to SEND Register. <i>(Updated electronically staff notified)</i> 2. Recorded on Provision Mapper - SEND profile of student on Class charts. Available to all staff. 3. Subject teachers differentiate classwork/homework etc 4. Subject teachers / tutor monitors progress and achievement. 5. Student added to support group support, or specific intervention groups. 6. TA support in practical lessons (eg Science, D&T, PE etc) where appropriate 7. Additional resources arranged if applicable. 	<p>From transfer data</p> <p>Via Early help/CIN/CP recommendation.</p> <p>From SREF referral Form/TAC team</p> <p>Via External Agency / GP consultant Info & referral</p>	<ol style="list-style-type: none"> 1. Student identified as W on Classcharts. Available to all staff. <i>(Updated electronically staff notified)</i> 2. Subject teachers differentiate classwork/homework etc 4. Subject Teachers / HOY/ tutor and HLTA's monitors progress and achievement. 5. TA support in practical lessons (eg Science, D&T, PE etc) where appropriate 6. Additional resources arranged if applicable. 7. Student referred to SEND or Student Support if further intervention or need is highlighted. 8. Parents informed of support and review findings

	<p>8. SENDCo will action SEND review three times a year and highlight on Provision mapper/Class Charts</p> <p>9. Parents informed of support and review findings.</p>		
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Students that require greater intervention via their EHCP, will be monitored and reviewed in similar way, however additional monitoring and review will be against the aims, objectives and targets set out in these Plans.

1.2 SEND Referral Form

Teaching and Support staff are able to refer students who they feel have additional special educational needs which are different from, or additional to, that normally available to students of the same age. In order that their concerns can be monitored and reviewed the following referral form must be completed in full. (Found in SEND area, Staff and resources room)

Appendix 2 – Staff Responsibility & Accountability in relation to SEND

All staff members have a responsibility to ensure the SEND Policy / SEND Code of Practice is adhered to and followed correctly. All staff should also be aware of and know what is included in the College's Local Offers. These are available on the College Website and Staff shared areas.

2.1 Teachers:

Under the SEND legislation and in line with the national teaching standards, teaching staff must:

- Ensure the progress and development of all students in their class, including the support of individual students where teaching assistants or specialist staff are allocated.
- Provide high quality teaching, this includes differentiation for individual students with special educational needs.
- Take action to remove barriers from learning and ensure all students can participate in all planned tasks and activities.
- Report to parents on the students' progress and attainment in their subject and the assistance and support that they provide to the student related to their special educational needs.
- To inform the SENDCo if there is a concern that any student is not:
 - Making progress against teacher assessments both internally and against national data.
 - Achieving the predicted/set attainment levels both internally and against national data.
 - Able to behave in a way that supports and extends their learning.

The SEND Referral form should then be completed as part of this process when worries/and concerns are raised.

2.2 SEND Teaching Assistants / HLTA:

In order to support teachers in the classroom and to provide additional specialist support outside the normal core curriculum, SEND Teaching Assistants / Higher Level Teaching Assistants are deployed to ensure that:

- They are aware of the student's SEND in relation to the subject or area the student is being supported in.
- The student/s that they have been deployed to support in class, are appropriately catered for.
- Amendments or adaptations are made to a student's work or working practices to allow the student to succeed in the given task.
- Weekly student reviews take place based on support provided with action point/s highlighted.
- Planning, implementing, testing (*where appropriate*) and monitoring of designated student groups is in place and recorded, when providing additional support in the areas of Literacy, Numeracy, 1:1 Reading or qualifications completed in the specialist SEND areas.
- SEND TAs also carry a support pack to every lesson, which consists of student details for all students that they are supporting, staff diary, help sheets or memory aids that students may require, as well as additional worksheets that are supplied by the faculties to support learning as well as a stationary kit.

2.3 SEND HLTAs:

The SEND HLTA is a member of the SEND Teaching Assistant team whose has additional SEND responsibility, and usually holds the Higher-Level Teaching Assistant qualification or similar. At the College we have HLTAs who hold the following responsibilities:

Management & support **SEND Assessment & Examination Access Arrangements**

Manage & operational running of **Learning Support**

Manage & operational running of the **ASC - Enhanced Provision**

Management & support of Pupil Premium **Literacy Support & Intervention**

Management & support of Pupil Premium **Numeracy Support & Intervention**

Management & support of students with **Social Emotional & Mental Health Intervention**

HLTAs that hold these responsibilities will work:

- To work closely with the college's teachers and other support teams including both Student Support / Pastoral team, and other SEND HLTAs and SENDCo.
- To work closely with SENDCo to ensure that all areas of the SEND policy are adhered to.

- To support the SENDCo when supporting students linked to their needs, and to report on these to the SENDCo ready for Annual Review procedures, parent's evenings and any other documentation for external applications.
- Monitoring the methods of testing and review procedures when evaluating student progress and achievement.

2.4 The SEND Co-ordinator SENDCo – Samantha Lander

The SEND Co-ordinator is a qualified teacher who also holds the new SENDCo qualification or obtains the qualification having held the SENDCo role for no longer than 3 years at the College. The SENDCo is responsible for:

- The monitoring and implementation of the SEND Policy.
- Reporting on all areas of SEND, to the SLT Lead for SEND, as well as ensuring that they as SENDCo are fully aware of changes in legislation and how this will affect the College in regards to SEND and SEND across the College.
- Provide and produce an annual review of SEND which highlights student data related to the College focus, progress of all SEND students (using and interpretation of SISRA/FFT), SEND needs and measures that can inform the planning and teaching of these students.
- Producing and updating the Provision Mapper overview of a SEND student. Reminders of when these have been updates via electronic means as well as the print out of the Provision Mapper overview for parents.
- Update SEND register annually, as well as adding to the register during the year when appropriate.
- To produce the SEND Support Plans for students held on the SEND register, monitor, update and disseminate to all teachers and appropriate support staff at the start of the academic year as well as after each review period.
- To review SEND Support Plans and student achievement against agreed outcomes three times a year. Parents will receive a written copy of the SSP and Targets and will be given an opportunity to meet and discuss at each period of review.
- Complete requests for information and/or feedback for the SEND student which has been requested by any external agencies related to the student.
- Implementing an effective assessment procedure for identifying and assessing any students where a special educational provision may need to be adopted.
- Monitoring SEND students' performance and progress against their individual targets, and where appropriate adjustment has been made of the provision to ensure these targets are met.
- Applying for and implementing any additional support from external agencies in the continued support of students with SEND.
- Working with the SLT lead to update the College Local offer, as well as the SEND policy.
- Effectiveness is measured via the college's QA procedures for the year any SEND audits
- Operational and daily management of the Learning Zone as well as rolling out and monitoring of strategic vision for all SEND areas where lead by the SLT lead.
- Providing and working with the SLT Lead to ensure the way forward for SEND and where changes and resources can be implemented offering maximum benefit for all.

This is not a full inclusive list, but as an overview of some of the key responsibilities that the SENDCo holds.

2.5 The SEND Co-ordinator SENDCo ASC –Cathryn Beswetherick

The SEND ASC Co-ordinator is a qualified teacher who also holds the new SENDCo qualification or obtains the qualification having held the SENDCo role for no longer than 3 years at the College. The SENDCo is responsible for:

- The monitoring and implementation of the SEND Policy for ASC students specifically.
- Reporting on ASC areas of SEND, to the SLT Lead for SEND, as well as ensuring that they as SENDCo are fully aware of changes in legislation and how this will affect the College in regards to SEND and SEND across the College.
- Provide and produce an annual review of ASC SEND which highlights student data related to the College focus, progress of all ASC SEND students (using and interpretation of SISRA) SEND needs and measures that can inform the planning and teaching of these students.
- Producing and updating the Provision Mapper overview of a ASC SEND student. Reminders of when these have been updates via electronic means as well as the print out of the Provision Mapper overview for parents.
- Update ASC SEND register annually, as well as adding to the register during the year when appropriate.
- To produce the ASC SEND Support Plans for students held on the SEND register, monitor, update and disseminate to all teachers and appropriate support staff at the start of the academic year as well as after each review period.
- To review ASC SEND Support Plans and student achievement against agreed outcomes three times a year. Parents will receive a written copy of the SSP and Targets and will be given an opportunity to meet and discuss at each period of review.
- Complete requests for information and/or feedback for the ASC SEND student which has been requested by any external agencies related to the student.
- Implementing an effective assessment procedure for identifying and assessing any students where a special educational provision may need to be adopted.
- Monitoring ASC SEND students' performance and progress against their individual targets, and where appropriate adjustment has been made of the provision to ensure these targets are met.
- Applying for and implementing any additional support from external agencies in the continued support of students with ASC SEND.
- Applying and assessment of students with autism using the national AET framework and providing parents with an overview of their son/daughter's performance and improvement against these, at three key times across the academic year.
- Working with the SLT lead to update the ASC College Local offer, as well as the SEND policy.
- Effectiveness measured via the college's QA procedures for the year and any SEND audits
- Operational and daily management of the ASC provision, as well as rolling out and monitoring of strategic vision for all ASC SEND areas where lead by the SLT lead.

- Providing and working with the SLT Lead to ensure the way forward for ASC SEND and where changes and resources can be implemented offering maximum benefit for all.
- This is not a full inclusive list, but as an overview of some of the key responsibilities that the ASC SENDCo holds.

Appendix 3: Monitoring and Review of SEND students

3.1 Brixham College SEND Provision Mapper

This new online tool allows the SENDCos+ to record what needs a SEND student has, key ways to support that student that teachers can use in their classrooms, as well as the provision/s that the student has to support their learning in college. The tool allows the SENDCo to demonstrate to all internal and external sources what the student receives, and how this support is used effectively. It is also helpful when undertaking annual reviews.

3.2 AET Framework - Autism Support and Assessment

The AET framework is a specific support, assessment and monitoring tool that is designed to support the SENDCo in recording and celebrating SEMH success as well as identifying where gaps are in a student's social, emotional and interaction needs. This allows the SENDCo to have an evolving document of support and a record of just how far a student has progressed.

3.3 Annual Reviews

Annual reviews are completed within 12 months of the last SEND review. All agencies that are involved with the student are invited to attend and feedback sheets circulated to all parties. Parents are notified by letter as to the date of the review and are requested to fill out the feedback sheets so that both verbal and written feedback can be recorded. At the annual review the students EHCP objectives and support required are reviewed, celebrated and planned for, for the next academic year. These annual reviews have a strict turnaround time and must be sent to the local authority (Torbay) within this window.

3.4 Student Involvement and Student Feedback

Students at the College are actively encouraged to take responsibility for their own learning and ensure that they use all resources and support available to them effectively to aid success. Students are also encouraged to contribute their views and make informed decisions about their education. The student feedback sheet is a method used to gather these views formally especially when reviewing provision mapper /AET Framework and EHCP annual reviews.

3.5 Parental Involvement and Parent Feedback

Parents/carers have a critical role to play in their son/daughter's education. The college will actively work in partnership with parents/carers to provide appropriate strategies to meet the student's educational needs and encourage parents/carers to play an active role in the student's education. Parents are requested to give formal written feedback at the point of Annual Review, or when external agency help and support is required. In addition parental feedback is also collected via the phone calls and emails that are exchanged through the SENDCo/SEND team.

3.6 Staff feedback

Staff are also required to complete a SEND review on all students, that have an EHCP as well as those students that are being considered for an application for the new Health Assessment or RSA application. The feedback allows the SENDCo and parents to gain another view point of what is being seen via the student's actions, ability and overall aptitude to overcome problems as well as celebrate successes.

3.7 Independent advice and guidance IAG

Students will have access to independent advice and guidance at key times when external agencies are involved in particular. Whilst at College this IAG begins in Y8 as part of the options process, so that SEND students can make informed and non-bias decisions on what they want to study going forward at Post 13 and beyond. Students will also receive supportive IAG throughout the college day as well as when having to deal with any issues, problems or if they feel unable to help themselves in. Where appropriate the SEND team can also put in referrals for specific student support help and actions related to SEMH in particular.

Appendix 4: Specialist Provision, Resources and Facilities

4.1 Provision

Dependent on each student, their provision and the resource required is based on their own individual needs and the advice and guidance from external agencies working alongside the student, their family, Brixham College and the local authority. The provision offered to students can take many forms including:

- Tailored / adapted timetables.
- External agency meeting slots.
- Torbay SEND, EAL and other external teams.
- Examination Access Arrangements assessments.
- Cognitive assessments and Dyslexia interim profiler (This **is not** Dyslexia full assessment)
- Internal support programmes
- In class TA support.
- TA subject support.
- Specialist SEND areas access - Learning support & ASC Enhanced Provision.
- Lexia Literacy Support package & Intervention
- MathsWhizz Numeracy Support package & Intervention.
- Break time support in both SEND areas
- Seminar Study support via designated class time or afterschool support.
- SEND Timeout Card provisions.
- Access to curricular support – designated timetabled support.
- Access to vocational learning.
- Access to external support courses and provisions.
- Designated key TA/HLTA.
- Talking Therapies, Thrive, CBT and Attachment Support methods.
- Access to Obi, our Therapy Dog
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One or more of the above elements can be used to satisfy the needs and support that the student requires. All provision is mapped and reviewed periodically.

4.2 Resources & Facilities:

The SEND Team has a range of support/ resources and facilities on offer. These include:

Two designated SEND Support Areas – Learning Support and ASC Enhanced Provision

These areas are designed for different student needs, with learning support being a predominately mainstream support area whilst the ASC requires students to have gained a “place” funded by Torbay SEND. In both areas, resources include static computers with access to additional laptop & tablets. All Year 10 and 11 students will be supplied with a chrome book and all SEND students have access to TAs to support every level of learning as well as a range of learning needs and support

Appendix 5: External Services and Support

Should a student require additional support and provision, external services and support is available.

Access includes:

- Torbay SEND & EHCP Team
- Access to the Torbay Educational Psychology Team
- CAMH's Referrals.
- Health Assessment Service (For those students/parents looking for ASD/ADHD/OCD diagnosis)
- Visual and auditory support teams.
- YMCA -SEMH support.
- EVOLVE and Adelong
- Riviera Tuition
- South Devon College Vocational courses
- Sirona Horse Therapy courses.
- Torbay Assessment Centre (SEMH & Behavioural needs)

*This is not an exhaustive list but designed to give an overview as to what is available.

Appendix 6: Published Information, Reports and Communication with all Parties

6.1 CATs

After Year7 students have undertaken the CATs assessments and once results are available, parents are formally written to and are provided with the data on their son/daughter. The letter also provides an explanation of what the data also means for their son/daughter. For those students that will require additional literacy and numeracy support due to their lower scores, a further follow up letter is sent to that parents can see that there is an offer for support for their child which will be in place for the duration of Y7.

At any point where students are formally assessed under the SEND umbrella, parents are fully informed of the data, as well as information on what the data shows and so what help and support the student will receive.

6.2 Additional Cognitive & Learning Assessment

As part of our other SEND offer of assessment, we have a specialist assessor who can complete a range of assessments including WRAT4, TOWRE, CTOPP, DASH etc

as well as the GL Assessment Dyslexic Profiler. This range of assessments can give another snapshot of where a student's strengths lie, as well as well deficits. All assessments that we offer can also be used for the require evidence that JCQ require when applying for Exam Access Arrangements.

6.3 Dyslexic Profiler

We are able to provide parents and staff with a dyslexic profiler assessment. The assessment however provides scoring bands from A-D. Students scoring in Band A, typically show minimal-to no dyslexic traits, whereas students falling into Band C and D, are showing increasing numbers of traits seen in a range of areas. At this point if required if a full Dyslexic assessment is needed, a student is referred on to the Educational Psychologist who is they only person qualified to undertake this formal assessment. Parents are typically meet face to face so that the results can be full explained as well as proving re-assurance of what the results means.

6.4 Exam Access Arrangements: These assessments are now undertaken between Sept – Jan of Yr10. As the EAA's only have a 2yr shelf live, testing to early can cause issues later on down the Y11 road. Parents are contacted by letter, once a SEND referral has been completed by the teacher/s as well as if the parent themselves have raised the issue. This forms our letter of consent. Once testing is complete, parents are formally written too again, and are provided with the data on their son/daughter. The letter also provides an explanation of what we as a college will be requesting from the JQC as well as whether this has been granted. Further final consent is request from the parents in order that they agreed to the EAA being provided. **Snapshot copy attached to Appendix section.*

6.5 Communication with parents

Due to the nature in which SEND students fall at times, phone calls and texts home are our first port of call. We will always strive to ensure that Parents are kept up to date as much as possible, or parents are given a date in which a call/contact will made with them once again. Where there is a need to provide written evidence after meetings or to contact parents over new data etc. Letters or emails are used as a means of evidence that parents were notified of key information about their son/daughter or where receipts/acknowledgement is required.