



THINKING SCHOOLS
ACADEMY TRUST



Brixham College

SEND INFORMATION REPORT 2024-25

Updated March 2025 by Mrs SH Lander

A Values Led College

SEND INFORMATION - BRIXHAM COLLEGE

SEND/CO and ASC Enhanced Resource Provision Lead	Mrs Samantha Lander Samantha.lander@brixhamcollege.tsat.uk
Teachers of SEND	Ms Fraya Dolman fraya.dolman@brixhamcollege.tsat.uk Mrs Jodie Curzon jodie.curzon@brixhamcollege.tsat.uk
SEND Administrator	Mrs Vivianne Benbow vivianne.benbow@brixhamcollege.tsat.uk
Vice Principal - Inclusion	Ms Kara Bridgeman Kara.bridgeman@brixhamcollege.tsat.uk
Designated Mental Health Lead	Ms Jeanne Marcham jeannemarie.marcham@brixhamcollege.tsat.uk
Designated Staff for Looked After Children	Mrs Raurie Newton raurie.newton@brixhamcollege.tsat.uk
Designated Safeguarding Lead	Ms Beth Chitty beth.chitty@brixhamcollege.tsat.uk
Pastoral Leaders	Mrs Kathryn Ashworth kathryn.ashworth@brixhamcollege.tsat.uk Mrs Daisy Bevan daisy.bevan@brixhamcollege.tsat.uk Mrs Raechel DeLaat raechel.delaat@brixhamcollege.tsat.uk Mr Michael Douglas michael.douglas@brixhamcollege.tsat.uk Mrs Raurie Newton raurie.newton@brixhamcollege.tsat.uk
Intervention Lead	Mrs Vicki Whelan victoria.whelan@brixhamcollege.tsat.uk
Contact Details:	01803 858271 main switchboard
Web address of SEND Policy:	Microsoft Word - New SEND Policy - March 2024
Latest SIR Update:	March 2025 – Reviewed and updated by SH Lander

SEND at Brixham College

Brixham College believes in the importance of 'high quality teaching'. All teachers are fully qualified and believe in inclusive education. The teachers have the highest possible expectations for all students including those with SEND and support is provided using a graduated response model.

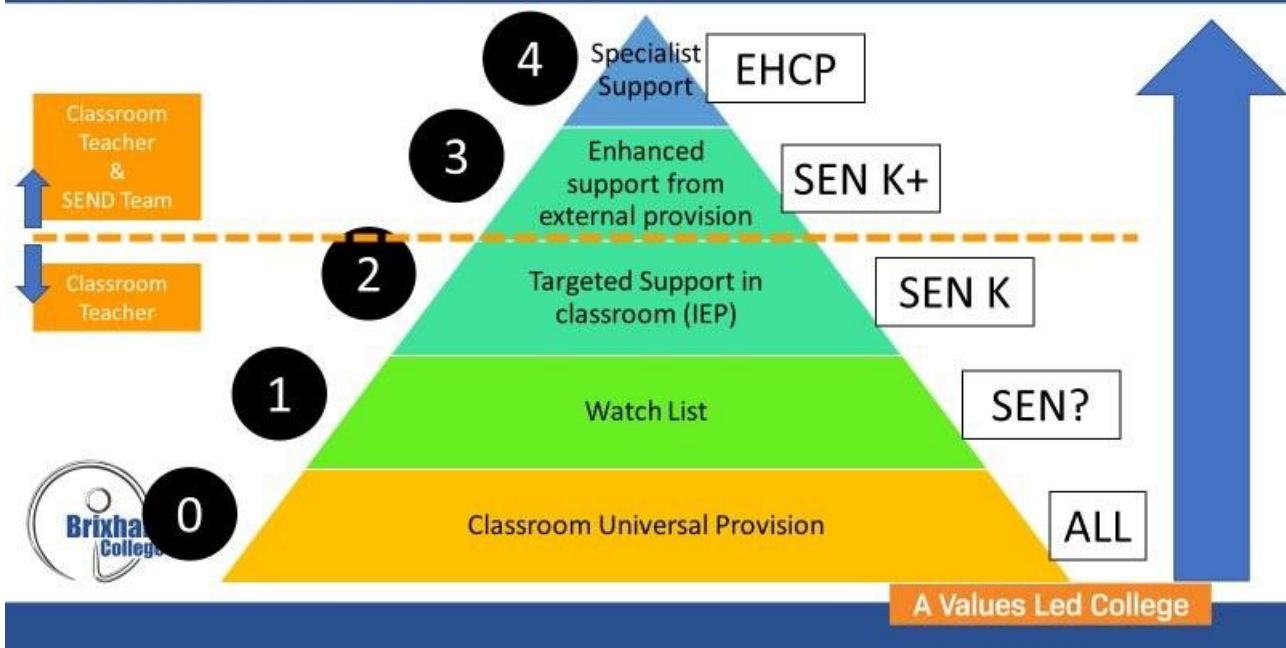
SEND at Brixham College – A Graduated Response: Information for Parents Document

What is SEND?

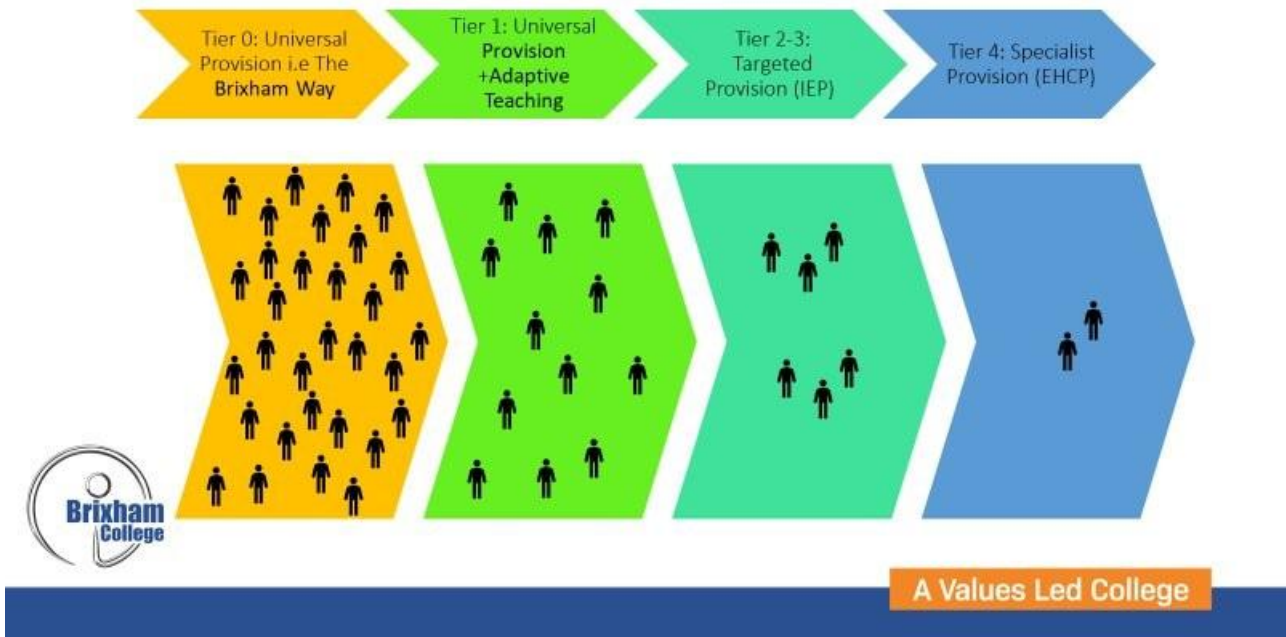
According to the statutory guidance: **SEND Code of Practice 2015**, a child is designated to have an SEN (Special Educational Need) *if they have a learning difficulty or disability which calls for special educational provision to be made for him or her* (p15 xiii). *A learning difficulty or disability is acknowledged if the child is of compulsory school age and has a significantly greater difficulty in learning than the majority of others of the same age (SEN), or has a disability (D) prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools ..or post-16 institutions* (p 16 xiv).

[Click Here for a copy of The SEND Code of Practice – 2015.](#)

The Graduated Tiers of Response



The Graduated Tiers of Response



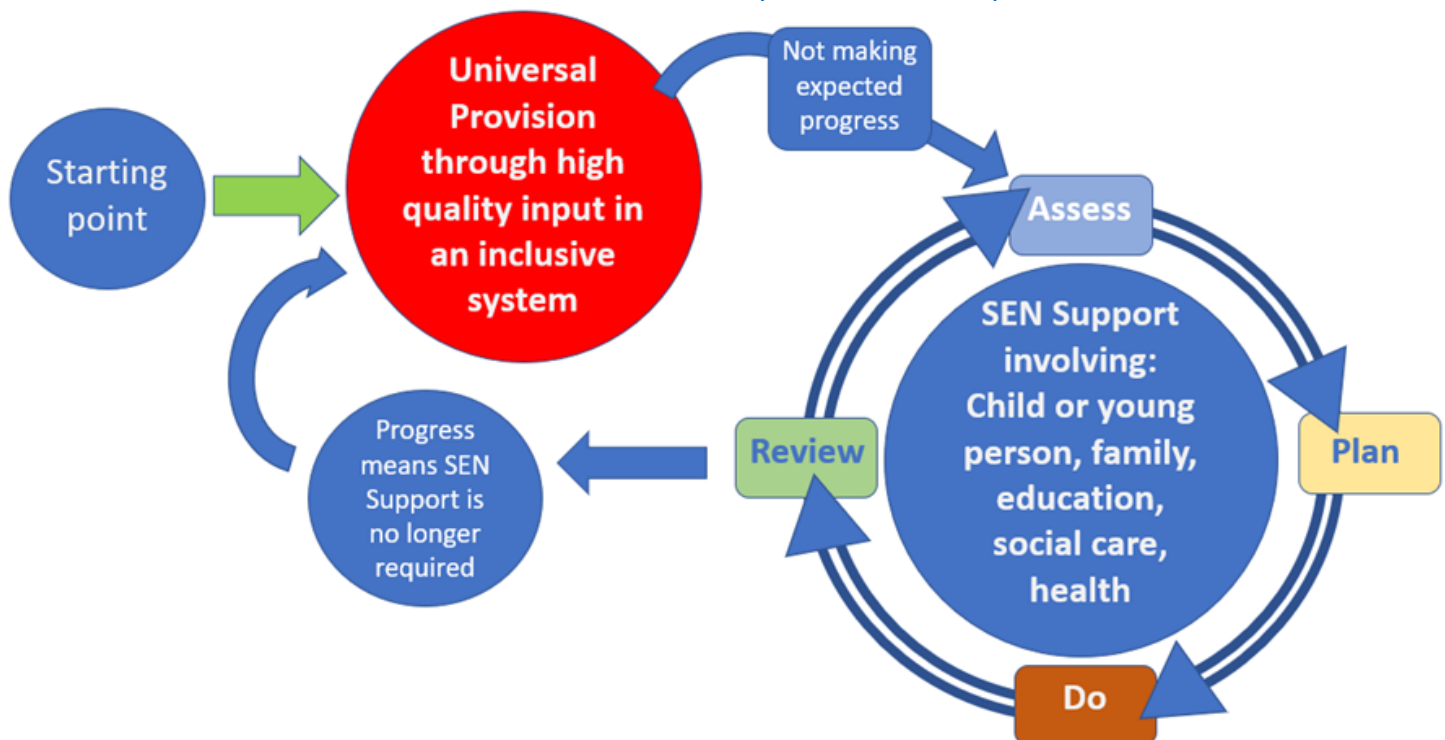
For most young people, their learning needs can be met through **Universal Provision** – high quality teaching in the classroom.

What is Universal Provision at Brixham College?

At Brixham College, this is the ordinarily available curriculum, delivered by teaching staff within the classroom, using high quality teaching and learning techniques. At Brixham College, we call this **The Brixham Way**.

If the initial universal provisions are not effective, we follow Torbay Local Authorities SEND Graduated Response Toolkit and will trial a variety of different universal strategies in an attempt to meet the child or young person’s needs at this stage:

Please click [here](#) a link here to [Torbay’s Graduated Response](#) .



What does Tier 1 support look like at Brixham College?

If your child's level of SEND means that they require Tier 1 support – Adaptive Teaching, i.e differentiated, scaffolded or adapted work or resources to meet their individual needs alongside their peers, with no need for extended extraction from the classroom for more targeted support, they sit at **WATCH** level.

At this stage they are NOT on the SEND register, but this additional classroom/pastoral level of support is being closely monitored by classroom teachers and department leads and/or, by the pastoral team of tutor, pastoral leader and head of year. As long as the identified adaptive teaching techniques mean they are making progress at level matching their individual abilities, there is no need for more intense forms of targeted support to achieve this, so they do not need SEND monitoring.

What is Tier 2 - Targeted Support at Brixham College?

Pupils with SEND that require additional **Targeted Provision**, that lead them to be extracted from the classroom for that support, beyond a short-term (up to 6 weeks) one-off period of intervention, would be considered as needing to be placed upon the **SEND Register** and coded as **SEND – K**. Once a child or young person is placed upon the SEND register, they will be issued an **IEP** (Individual Education Plan), which will indicate to staff both the bespoke strategies that should be employed within the classroom and the targeted provisions and/or interventions that will be regularly accessed by the child or young person beyond the classroom each week. Occasionally we will seek professional advice for a child at this level of need to ensure the support is suitable and effective.

A child on SEND – K, can expect to have their IEP reviewed three times a year, with parents and the child or young person being invited to be part of this review process. This generally happens with a named member of the SEND Team (Send Case-holder) at three pre-published occasions across the year – generally near the end of each long-term (Christmas, easter and end of Summer Term).

A child or young person will only remain on the SEND Register for the period of time that they continue to require bespoke and/or targeted interventions or provisions to fill gaps in knowledge and/or skills to allow them to return to universal provision support. At this point they will be stepped down from the SEND register and only if deemed necessary, could be monitored for ½ a term at WATCH level.

What is Specialist Provision –Tiers 3 and 4, at Brixham College?

Occasionally, a child or young person's needs are such that despite targeted support being implemented, more **Specialist Provision** is required to allow them to make satisfactory progress; fill the gaps in their knowledge and/or skills, to be able to manage within the mainstream classroom.

At this point the school is likely to refer into a specialist service to access specialist assessment to access a possible diagnosis or recommendations around specialist provisions that are likely to be required to meet this child or young person's bespoke needs. As a college we would need to be able to evidence, through multiple rounds of the Assess–Plan–Do–Review cycle, at Tiers 1 and 2, that we have followed a graduated response before being able to access specialist support. Then once received, would need to evidence that we are following the specialist recommendations to the best of our ability and the impact of this provision on the child or young person. At this stage (Tier 3) the child is still SEND-K on the SEND register.

Children or young people at the highest end of this phase of support, are likely to have long-term, profound, complex needs and/or disabilities. It would only be at this level that we would be seeking a **Request for Statutory Assessment (RSA)** from Torbay Local Authority because we have assess-plan-do-review evidence of a systematic, graduated response to the child or young person's needs, across all 3 tiers, which have still not been able to fully meet their specific requirements and allow them to thrive within mainstream education. It would then be for the local authority to decide whether to agree to assess for an RSA and later to decide if the issuing of an **EHCP (Education, Health and Care Plan)** is appropriate.

If an EHCP is issued, the college would be consulted to ensure they feel able to meet the needs as laid out in the statutory requirements/provisions section of the EHCP, given the agreed level of E3 funding that accompanies the plan. If so, the college will discuss how they would fulfil the provisions and spend the funding to meet the child or young person's individual targets. At this stage (Tier 4) the child remains on the SEND register but is now coded as **SEND -E**.

Annually the child or young person's progress against the EHCP targets has to be reviewed (**EHCP Annual Review Meeting**) with parent/carers and the individual present, with planned provisions tweaked as required. Following each review, a decision must be made whether or not to **Cease, Amend** or **Proceed**

with the plan for the following year. Amendments can only be made if they child or young person is at a natural transition point or if there is updated professional advice/reports to assert this. A plan will cease when the child or young person has made sufficient progress towards their targets that they no-longer require the additional funding for specialist provision for them to maintain their school place and/or make satisfactory academic progress in line with their age and individual cognitive ability. If a cease is agreed, the child or young person will be stepped down to SEND-K in the first instance.

Do I need a diagnosis to access SEND support at Brixham College?

No – Brixham College is a needs-led, inclusive college, that means your child or young person can access support at an appropriate level through a Graduated Response. This also means that the needs can be identified by a wide range of professionals (with or without a diagnosis), all of whom should be sharing information with the college to ensure your child or young person’s needs are able to be met effectively.

If my child/young person has a diagnosis, will they always need to be on the SEND register?

No, following diagnosis, if your child/young person has learned and developed strategies through initial interventions and their teachers have refined appropriate adaptive teaching strategies in the classroom that means the needs are now being met inside the classroom, they will be stepped down to WATCH for monitoring purposes only and to ensure each child’s needs are known and continue to be supported at transition points across their time in college e.g. at a change of year group or to anew teacher.

What is the Assess-Plan-Do-Review Cycle and how does it work at Brixham College?



It is the working cycle that allows us as a college to be continually checking that the provisions we are using from the graduated response toolkit are fit for purpose and are having the expected outcome to meet the needs of your child or young person. This cycle will be used regardless of the stage your child is at. With each cycle of review, we can refine provisions; strategies and/or interventions, until we achieve the desired outcome. Both the child or young person and parental views are sought as part of each review cycle.

Who should I contact if I have any further questions around SEND at Brixham College?

For general questions, or if your child does not have an allocated SEND Case-holder:

In the first instance please make contact with your child’s tutor or Head of Year and/or Viv Benbow – SEND Administrator vivienne.benbow@brixhamcollege.tsat.uk who will ensure your enquiry is passed on to the most appropriate member of the team to answer your question.

If your child has an allocated SEND Case-holder because they are already on the SEND register, please select the correct member of the team:

Mrs Jodie Curzon – Teacher of SEND: jodie.curzon@brixhamcollege.tsat.uk

Miss Fraya Dolman – Teacher of SEND: fraya.dolman@brixhamcollege.tsat.uk



Typically, a child with SEND can expect support, where appropriate, in the following ways:

- Teaching Assistants and SEND Team Support Staff that provide targeted support for all four broad areas of need including;
 - Social emotional and mental health
 - Cognition and learning,
 - Speech, language and communication
 - Physical/ sensory difficulties
- Comprehensive wellbeing support in our Student Wellbeing Area
- Literacy Support & Intervention – in addition to Quality First teaching including DEAR Small Reading Groups; Lexia; Fresh Start Phonics; Morphology Mastery
- Numeracy Support & Intervention – in addition to Quality First teaching
- Whole college support for students with ASC – in addition to Quality first teaching, Adaptive Teaching Strategies and ASC friendly classrooms.
- Assessment for Exam Concessions (EAA)
- Comprehensive and enhanced pastoral support through their Head of Year, Pastoral Leader and tutor
- Speech & Language Interventions – as recommended and resourced through Speech and Language Therapy Service.
- Use of diagnostic assessment for EAA, Literacy, SLCN and dyslexia screening
- Support from the Educational Psychology Service
- Values, Character, Personal Development and Careers Education
- SENDIASS support
- Access to Hearing and Visual Impairment Advisory Teachers
- Access to external tutors where appropriate.
- Access to external counselling service
- Support from SEN Support Team – Local Authority Caseworkers
- Access and referrals to Mental Health and Well-Being Support services such as CAMHS, MHST and checkpoint
- Access to outreach support from specialist services, such as Mayfield School and Loadstar Academy
- Access to and support from additional alternative provisions such as Evolve Psychotherapy, SWIS, CST, YMCA, Sirona etc.
- Family Support Services through Family Hubs
- Termly SEND Reviews with their SEND Case-holder, the student and parents

What sort of needs would you have for us to be able to help you?

At Brixham College all students have access to a broad and balanced curriculum. We recognise that some students may need 'something different from or in addition to' support to enable them to make the expected progress to achieve in line with their peers. This could also be in the form of small group intervention work, additional support from Teaching Assistants in class, 1:1 support or use of additional equipment to help them achieve their potential.

Some students might need additional diagnostic assessments to identify areas of strength and difficulty. These students will be placed on the confidential college SEND Register as requiring targeted support. More specialist support may be required if the students have been granted an Education Health and Care Plan (EHCP) or are identified as needing an RSA.

How do we work out what your needs are and how can we help?

Identification of SEND is achieved from a variety of means. For example:

- Information from parents and parental concerns
- Reports from outside agencies
- Identification by the subject teacher of the student failing to make expected levels of progress despite using a range of Tier 1 Adaptive Teaching Techniques in the classroom.
- Continual assessment to follow student's progress and liaison with SENDCO, Pastoral Leaders and Head of Year
- Presentation of current difficulties outside of the classroom
- Learning assessments early in Year 7
- Information from Primary School
- Observations, Screeners and Assessments.

How do we find out about what you and your parents think you need help with?

At Brixham College we actively seek involvement of parents in the education of students with SEND, in order to help them achieve their full potential:

- Parents are consulted before involvement of Local Authority Support
- Parents' Evenings
- Inviting students and families to look around the college setting
- Enhanced transition visits for Year 6 students
- Induction Day for Years 6-7 and Induction Evening
- Primary liaison visits
- Annual Reports

- Parents are invited to attend SEN Review meetings to discuss progress and appropriate SEND provision (at least x3 a year in addition to whole college parent partnership evenings).
- SEND Forums

How will we teach you?

At Brixham College one of the aims is for the students to become independent learners and to access a broad and balanced curriculum. We follow a mastery curriculum and the students are provided with appropriately differentiated work and some receive targeted support from the Learning Support team. All students are provided with a chromebook on entry to Brixham College. Some students benefit from further intervention either on a 1:1 basis or small group work. Where a student's needs are complex and require a higher level of support, specialist equipment and expertise are sought. Parents will be contacted if the college believes a student needs extra support. The students with high needs may be extracted from the mainstream class for 1:1 or small group intervention. In KS3 a small nurture group supports primary transition for the highest needs pupils including literacy and numeracy catch up.

What sort of things will you learn here?

The curriculum is scaffolded and adapted to meet the needs of individual students:

- Teaching styles are flexible and are adapted according to the needs of the students
- Schemes of work will reflect the college's approaches to Teaching and Learning and take SEN into account with resources in place, scaffolding, adaptive teaching techniques etc.
- TA support is available within the classroom or for small group / 1:1 work where appropriate
- Any additional resources, if appropriate
- Adapting timetable to suit needs
- Support from outside agencies

How will we make sure that you get all of the help that you need from different people?

- We apply for targeted funding where applicable.
- We provide regular SEND professional development for all our staff
- We work with outside agencies and link professionals – e.g. speech & language, sensory support, occupational therapy, CAMHS etc.
- We work closely with Torbay Local Authority
- We also monitoring effectiveness of our interventions and funding

How is our provision funded?

The college receives funding to respond to the needs of pupils with SEND. The Vice Principal /Business Manager and the SENDCO decide on the budget for Special Educational Needs and Disabilities in consultation with the trustees, on the basis of needs in the college. The Vice Principal with responsibility for SEND monitors and reviews:

- The children getting extra support already;
- The children needing extra support;
- The children who have been identified as not making as much progress as would be expected.
- All resources/training and support are reviewed regularly and changes made as needed

The college could spend this money on

- Teaching Assistants at the appropriate levels;
- The SENDCO and SEND Teachers / HLTAs;
- Early identification and intervention work with students;
- Training for all teachers and teaching assistants so they can meet students' needs more effectively;
- Special books and equipment;
- Additional advisory services;
- The details of how individual students receive support and how they are recorded on Provision Mapper and Individual Education Plans.

What else will we do to help you learn and how will this happen?

As well as interventions in Numeracy and Literacy, other forms of support are available depending on need. The TAs work within the classroom situation and will also work on a 1:1 / small group basis. This situation is flexible as the TA could work with another group whilst the teacher is working with those of a greater need. Additional support also includes:-

- Thinking Maps and Hats
- Virtual aids
- Memory interventions
- Social communication work
- Drawing and talking therapy
- ELSA
- Trauma Informed work
- Academic Mentoring
- IEPs

The support is accessed via the SENDCO / Head of Year and Faculty Leaders. Students with an EHCP have a higher level of need and therefore take priority for suitable support.

How can we help you learn about your feelings and relationships?

In the summer term transition arrangements are put in place so that the Year 6's and their parents/carers are familiar with the new college and routines etc...Whilst at Brixham College the pupils in need have access to:-

- Attachment and trauma aware staff
- ASC aware staff
- In house support teams including behaviour support
- Counsellors
- Student Well-being Services
- Extra-Curricular Clubs
- Family Support Workers – Early Help

The aim is that the students feel valued and nurtured and have their needs met. Support and Pastoral staff meet regularly to maintain levels of awareness and training.

How can we help you to get ready to change to a different place or to leave here?

Brixham College has a structured transition programme. We visit all of the feeder primary schools and meet all of the students. There are 2 induction days (usually the first Thursday and Friday of July) and we offer other days if a student requires it. Each student is an individual; therefore, the additional support will be structured accordingly. For example, visits after college, away from break time, with a TA etc.

The college also offers: -

- Transitional Annual Reviews
- Taster sessions
- Options Evenings (Year 9)
- Induction Evenings for GCSE and Post 16
- Careers Advice
- Support moving on from Year 11
- Records of students with SEN transferred to future establishments
- Transition into Key Stage 5

What other help can we give you or help you to get?

Accessed through SENCO / Head of Year / Faculty Leader/ TAC Team. Support is available for physical needs e.g. Assessment by Occupational Therapist or other specialist needs. During unstructured times of the day the Support Teams are available. The college will also liaise with outside agencies and encourage visits off site – e.g. through young carers, Torbay Autistic Society.

What other activities can you do here?

Brixham college operates a fully inclusive policy. All students can attend:

- Young Carers
- Homework Club
- Residential Visits & college Visits
- All clubs offered by the college, e.g. sports clubs, drama clubs etc.

How do we know that the help we are giving you is working?

The college uses a variety of assessment processes which are relevant to their stages. Progress is reviewed regularly. There are many opportunities for pupils to reflect on and improve on their progress and time for students to plan and work on their next steps. All students will be assessed at the end of KS4 using GCSE or vocational qualifications The College uses a family centred approach when assessing progress against an EHCP – this is formally reviewed at an Annual Review with the child and all adults involved with the child's education

- Annual Reviews
- Reports
- Progress checks
- Parents' Evenings
- Review Meetings
- Line Management Meetings
- Data checks
- Letters to parents

How can you and your family tell us what you think?

Consulting with parents and students is vital. This is done at Annual Reviews, Parents' evening, or SEND review meetings/professional meetings. You can also contact the Head of year or SENDCo directly if you would like to discuss your child and their needs further. The Local Authority can also be contacted for support. The SENDCo writes a report to Trustees annually which can be viewed. The college is also subject to an Ofsted inspection.

How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

Our teaching staff and support staff have a whole range of qualifications, training, expertise and experience. There is a professional development programme which covers a wide range of needs such as:

- Hearing impairment
- Visual impairment
- Specific medical conditions e.g. asthma, diabetes
- Specific learning difficulties e.g. dyslexia
- Autistic Spectrum conditions
- Speech, Language and Communication needs
- Emotional difficulties e.g. attachment disorder, bereavement
- Adaptive Teaching and Scaffolding
- Definitions of various types of SEN and suggested strategies to support the students
- Information from the Code of Practice

What can you do if you are not happy about something that has happened here?

If a parent has a complaint or concern they can raise the matter with either the tutor, Head of Year or SENDCO. If the issue then does not get resolved it can be referred to the Senior Leadership Team and the Principal. In the event of a further dispute the College Trustees, LA and Principal will work closely with the parents to resolve the matter. The complaint procedure is set out on our website.

How can you find out more about us?

If your child has a disability or Special Educational Need, please do not hesitate to contact us on 01803 858271 to arrange a visit. Or, you can visit the college website at <http://www.brixhamcollege.co.uk> Or, e-mail us at office@brixham-college.org.uk

How does the college involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

The college is well supported by other organisations, for example, WESC (visually impaired), Hearing impaired services, occupational, physiotherapy, SWIS and Adelong/ Evolve. Depending on the needs of the student, some of those organisations will attend meetings and reviews. The information and reports are shared appropriately and as needed. The lead professionals in the college will liaise with the appropriate people to ensure the looked after students have their needs met. This might include social workers, Medical Tuition Service, Evolve Psychotherapy, Adoption and Virtual School support, for example. If a request for Statutory Assessment is made then the lead professional (Vice Principal or SENCo) will organise meetings accordingly.

How do we help children who are looked after by Torbay Council?

Our designated teacher for Looked after children is Mrs Newton. Mrs Newton works with the SENDCO to provide support to meet a child's needs. The on-going targets are actioned through the PeP (personal education plan). This will include working with the Virtual School, Social Workers and possibly Medical Tuition Service, Adoption and Support agencies. If a request for statutory assessment is made the lead professionals (SLT member or SENCO) will organise support accordingly.