

Tomlinscote School SEND Provision 2016-2017 SEN Information Report

Tomlinscote School SEND Provision

Tomlinscote is a mainstream secondary school which provides an inclusive setting for students with SEND (Special Educational Needs and/or Disabilities). SEND provision can cover Specific Learning Difficulties (Dyslexia), Dyspraxia, ADHD, ADD, ASD, DLD, Speech, Language and Communication Needs, Visual and Hearing Impairments, Physical Disability, Social, Emotional and Mental Health difficulties.

Tomlinscote also has a Specialist Provision for students identified as having Communication and Interaction needs. These students will gain speech and language therapy provided weekly by an outside agency.

Tomlinscote policies for identifying children and young people with SEND and assessing their needs:

At Tomlinscote we identify students with SEND as they join our school. Liaison takes place with a student's previous school where information is gathered and discussion had regarding proven successful strategies and interventions.

All students are monitored through regular termly assessment cycles and gathered data is used to track progress. Where progress is below expected levels and where SEND has not previously been identified, a meeting will be arranged between teachers, parents, and the student. Further diagnostic assessment may take place where there are concerns that there are unidentified underlying SEND issues. Discussion about the overall development of the student and identification of the issues regarding progress lead to an agreed action plan and intervention. A schedule of meetings will take place following the Code of Practice (2014) Graduated Approach; Assess, Plan, Do, Review.

Where a student requires additional support that is additional to and different to that which the school can normally provide, specialist support may be requested via a referral from the SENDCo to an external agency, in agreement with the parent and student.

The school has a SEND Policy which can be found on our website. For further information, you can contact the Head of Learning Support (SENDCo) Mrs Georgina Gill on 01276 709050

Arrangements for consulting parents of students with SEND and involving them in their education:

At Tomlinscote we have regular reporting cycles where parents are informed of progress. Parents will receive two progress reports a year containing information on attainment and targets. Parents are invited to attend Parents Evening, which the SENCo attends.

Parents are invited to telephone, email or request a meeting with the SENCo should they wish to discuss any concerns they may have about their child's SEND and support arrangements.

Arrangements for consulting young people with SEND and involving them in their education:

At Tomlinscote we value student opinions.

- i. Students with SEND have an Individual Student Profile where they can input what strategies help them and how best their teachers can support them
- ii. Where meetings with parents are arranged, students with SEND are involved where appropriate
- iii. Students with SEND attend Parent Evenings and Academic Interview Days
- iv. Students with a Statement or EHCP attend their Annual Review Meeting and contribute their thoughts and opinions
- v. Students with external agency involvement are seen either individually, with parents or with the support of the Learning Support Team
- vi. Students with SEND are encouraged to be members of the Student Council, Student Voice, House Captains and Year 10 mentors.

Arrangements for assessment and reviewing children and young people's progress towards outcomes:

- i. All students are monitored by their form tutor, curriculum teachers, Head of Year, SENDCo and Senior Leadership Team but the policy of quality first teaching is foremost and implemented in the classroom.
- ii. All interventions are measured to monitor impact against progress.
- iii. Students with Statements or EHCPs are involved in an Annual Review Meeting.
- iv. Students who receive support within the Specialist Speech, Language and Communication Provision are assessed regularly by the Speech and Language Therapist using standardised assessment.
- v. Our AQC Councillor meets with the SENDCo termly.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood:

Transition

- i. The SENDCo liaises with the student's previous school to gather information and effective strategies that are then used to create the SEN Register. This informs staff of needs and successful support strategies.
- ii. The SENDCo attends the Year 5 and Year 6 Annual Review Meetings of students who have a Statement/EHCP to understand the students SEND needs, meet the parents, and discuss any concerns.
- iii. For those students who have a high level of need, or are considered vulnerable, or who may find the transition to secondary school an anxious time, we organise a transition programme. This transition programme offers an additional induction programme over four afternoons.
- iv. Parents are invited to several Information Evenings where they receive a presentation by the SENDCo on the Learning Support Department and can discuss their child's needs.

Annual Review Meetings for students with EHCPs

EHCP Review Meetings are held annually and involve the student, their parents, the SENDCo, teachers and any external professionals who are involved with the SEND provision for that student. The aim of these meetings is to identify future aspirations, future targets, and outcomes so as to move the student towards achieving their goals and ultimately moving independently to adult life.

Careers Support

- i. Students in Year 9 receive support regarding Option Choices through information evenings and discussion with teachers.
- ii. Students have opportunities to attend the Careers Day held at Tomlinscote.
- iii. In Year 10, students are invited to Farnborough 6th Form for taster activities.
- iv. In Year 10, students are involved in a week of work experience where they are visited at their placement and their progress is monitored.

The approach to teaching children and young people with SEND at Tomlinscote:

- i. We adopt a graduated approach to meeting needs through quality first teaching. Our staff make reasonable adjustments to ensure that students can access the curriculum and include them in all aspects of college life.
- ii. Through termly tracking and identification, we identify students who would benefit from short-term interventions.
- iii. Many interventions are put in place, such as Learning Support Assistant (LSA) support in lessons, small group, and individual interventions, which are monitored and adjusted as needed. All our additional support programmes are overseen by the SENDCo.
- iv. We have specialist staff that can be used to support students with SEND and can bring in outside professional support where needed.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND.

- i. Differentiation is embedded in our curriculum and practice. We ensure that we make reasonable adjustments to our teaching to meet the needs of the young people. We regularly assess the quality of our teaching to ensure that all students are receiving a high standard of teaching and learning.
- ii. All SEND students are taught in mainstream classes and may be supported by an SEN teacher or Learning Support Assistant according to the provision in their EHCP.
- iii. SEND students are sometimes withdrawn from mainstream lessons to be taught in small intervention groups by a SEND teacher or a Learning Support Assistant. Their literacy and/or numeracy skills and achievement may be addressed by appropriate personalised programmes designed by the Learning Support Department.
- iv. All SEND students have equal access and are integrated into all school activities.
- v. All our staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements.
- vi. We have an Accessibility Plan in place and as such we consider our environment to be mostly accessible even though the site is spread in many buildings over a large area. There are many flights of stairs and some of the upstairs rooms are

- accessible by a lift. Some of the upstairs rooms do not have wheel chair access, however we can organise a down stairs timetable if needed.
- vii. We are vigilant about making reasonable adjustments; where possible.

The expertise and training of staff to support children and young people with SEND including how specialist expertise will be secured.

- i. The SENDCo is a qualified teacher, with a Bachelor of Science Degree and a Postgraduate Diploma in Secondary Education. She has a broad range of experience within mainstream settings and is specialising within SEND.
- ii. The Learning Support Department has three SEN teachers; one is embedded in the Maths Department and provides highly differentiated, small group classes. One is embedded in the English Department and provides highly differentiated, small group classes. The third is based in the Learning Support Department supporting literacy, and curriculum support in small group interventions. All hold qualified teacher status.
- iii. Our Teaching Assistants are all trained and experienced in the support of students with SEND.
- iv. Our Communication and Interaction Needs Unit (COIN) has access to a speech and language therapist assistant on a weekly basis and Speech and Language Therapist half termly. These specialists work with students where SLCN is identified as a primary need within their EHCP.
- v. There is a regular programme of training for all staff so they have up-to-date SEND knowledge.
- vi. We work closely with the following external agencies; Educational Psychologist, the Physical and Sensory Support Service, ASD Outreach, the Child and Adolescent Mental Health Service, Speech and Language Therapy Services and the Occupational Therapy Service.

Evaluating the effectiveness of the provision made for children and young people with SEND

- i. We review the needs of the learners within the school and aim to put in place provision to cater for their needs.
- ii. The SENDCo carries out learning walks which include reviewing how provision is delivered and helps to maintain high standards.
- iii. Our provision management tool looks at the impact of interventions. Provision is tracked, evaluated and where necessary adjusted termly.
- iv. Progress is monitored by the SENDCo and shared with Faculty Heads, Senior Leadership Team and Governors.

How children and young people with SEND are enabled to engage in activities with those who do not have SEND.

- i. At Tomlinscote we promote the involvement of all our learners in all aspects of the curriculum including activities outside the classroom. All students have the opportunity to participate in educational visits.
- ii. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers and students are consulted and involved in planning.
- iii. Comprehensive risk assessments are completed for each area of the school. Risk assessments are completed for all educational visits and trips are agreed

by County in advance of a trip taking place. Appropriate adjustments are made to support individual needs wherever possible to allow inclusion.

- iv. We will consult with parents and health professionals to make arrangements for students with SEND so they can access school trips and out of hours learning.

Support for improving emotional and social development.

- i. At Tomlinscote we value the students' well-being and believe that the overall development of a student is key to success in future life. We have a strong pastoral system which supports students with SEND.
- ii. We have regular meetings with parents and students and where outside professionals are involved they are also invited to attend.
- iii. Each student is in a tutor group with a form tutor and remains in this tutor group during their time at Tomlinscote. The form tutor is responsible for their day-to-day wellbeing.
- iv. The school has access to a listening service.
- v. We also have professional support from external agencies such as Educational Psychologist, CAMHS (Child and adolescent mental health service).
- vi. We have a peer mentoring system where students work with younger students.
- vii. All staff have had Safeguarding training so they know the procedures to follow should they have any concerns.

How the school involves other bodies (external agencies):

We regularly refer to outside agencies such as:

Educational Psychologist, Language and Literacy Support, Physical and Sensory Support Service and Education Welfare Service. We have links with the Child and Adolescent Mental Health service, Speech and Language Therapy Services and the Occupational Therapy Service. We work closely with the Autistic Spectrum Disorder outreach team.

Arrangements for handling complaints from parents with SEND:

In the first instance, parents/carers are encouraged to talk to their child's form tutor, subject teacher or Head of Year. Further information and support can be obtained from the school's SENDCo, Mrs Georgina Gill.

In addition:

Surrey SEND Information, Advice and Support Service (SSIASS) offer impartial and independent information, advice and support to parents of students with SEND and can be found at <http://www.sendadvice.surrey.org.uk/>

Additional documents available:

SEND Policy
The Local Offer (Frequently Asked Questions)