

Tomlinscote School SEND Provision 2024-25

SEND Information Report

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Tomlinscote is a mainstream secondary school which forms part of The Prospect Trust. Tomlinscote 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 within the Learning Support Department. The Low Communication and Interaction (COIN) Unit is virtual. The 'Centre' runs within our Learning Support Department.

As a department, we have a main Learning Support classroom, a small working room where our Speech and Language Therapist meets with students and our LSAs conduct interventions on a 1:1 basis with students, and a number of classes for small group learning throughout the school. In addition, we have 4 SEND teachers that work with students linked to the COIN centre and students with SEND in our mainstream provision for KS3 English and Maths. Students within the COIN Unit are predominantly mainstream appropriate (on average 85% of their time is spent in mainstream classes) and have the majority of their timetable taught in mainstream lessons.

Our Learning Support area is in C Block, integrated within the main school building.

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 and continue to monitor students where a possible SEND need is highlighted. Liaison takes place with a student's previous school where information is gathered, and discussions had regarding proven successful strategies and interventions.

All students are monitored through regular termly assessment cycles and data gathered 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/carers, 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 from 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 parents/carers 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/carers of students with SEND and involving them in their education:

At Tomlinscote we have regular reporting cycles where parents/carers are informed of progress. Parents/carers will receive two progress reports a year containing information on attainment and targets. Parents/carers are invited to attend Parents Evening, which the SENDCo also attends. Parents/carers do not need an appointment to meet with the SENDCo during these evenings.

Parents/carers are invited to telephone, email or request a meeting with the SENDCo 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 a one-page profile where they can input the strategies that help them and how best their teachers can support them.
- ii. When meetings with parents/carers are organised, students with SEND are involved where appropriate.
- iii. Students with SEND are encouraged to attend Parents Evenings.
- iv. Students with an EHCP are encouraged to attend their Annual Review Meeting and contribute their thoughts and opinions.
- v. Students with external agency involvement are seen either individually, with parents/carers 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, Prefects 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 where necessary, but the policy of Quality First Teaching is foremost and implemented in all classrooms.
- ii. All interventions are measured to monitor impact against progress.
- iii. Students with EHCPs are involved in Annual Review Meetings and encouraged to attend any other interim meetings.
- iv. Students who receive support within the Specialist COIN Unit are assessed as required by the Speech and Language Therapist using standardised assessments.

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 SEND 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 an EHCP to understand the students' SEND needs, meet the parents/carers, 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, an additional transition programme is organised. This transition programme offers extra induction opportunities over four mornings/afternoons.

Annual Review Meetings for students with EHCPs

- i. EHCP annual Review Meetings involve the student, their parents/carers, the SENDCo, Teacher feedback and any external professionals who are involved with the SEND provision for the student. The aim of these meetings is to identify future aspirations, future targets, and outcomes to move the student towards achieving their goals and 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 Years 10/11, students are invited to attend Farnborough 6th Form for taster activities.
- iv. In Year 10, students are invited to participate 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 school 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 into our curriculum and practice. We ensure that we make reasonable adjustments to our teaching to meet the needs of students. We regularly assess the quality of our teaching to ensure that all students are receiving a high standard of teaching and learning.
- ii. All students with SEND are taught by subject specific specialists and may be supported further by a SEND teacher or Learning Support Assistant according to the provision in their EHCP.
- iii. Students with SEND 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 level of progress may be addressed by appropriate personalised programmes designed by the Learning Support Department.
- iv. All students with SEND have equal access and are integrated into all school activities wherever possible.
- v. All our staff are 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 as accessible as possible even though the site is spread in many buildings over a large area. Some of our buildings have floors accessible by lifts. Some of the upstairs rooms do not have wheelchair access, however we can accommodate by organising a bespoke timetable to ensure students can access a full curriculum.
- vii. We are vigilant about making reasonable adjustments; wherever 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 specialises within SEND and Inclusion.
- ii. The Learning Support Department has 4 qualified SEN teachers; one is embedded in the Maths Department and provides highly differentiated, small group classes. Two are embedded in the English Department and provides highly differentiated, small group classes. The fourth is based in the Learning Support Department supporting literacy, and curriculum support in small group interventions. All hold qualified teacher status. We have a fifth part time unqualified teacher with SEND experience who supports the SEN students in delivering English classes, who is exploring achieving her QTS.
- iii. Our Higher Level Teaching Assistants are all trained and experienced in the support of students with SEND. We have a range of Learning

- Support Assistants that are trained to effectively support our students with SEND.
- iv. Our Communication and Interaction Needs (COIN) Unit has access to a Speech and Language Therapist as per their EHCP provision. These specialists work with students where communication and interaction are 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, the Occupational Therapy Service and Children's Services.

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 conducts learning walks which include reviewing how provision is delivered and helps to maintain high standards.
- iii. Our provision management tool enables us to look at the impact of interventions. Provision is tracked, evaluated and where necessary adjusted, termly.
- iv. Progress is monitored by the SENDCo and shared with Heads of Department, Heads of Faculty, the Senior Leadership Team, and the AQC.

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 can 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 the planning.
- iii. Comprehensive risk assessments are created where appropriate to support students to attend school successfully. Risk assessments are completed for all educational visits, which are agreed by County in advance of a trip taking place. Appropriate adjustments are made to support individual needs wherever possible to allow for inclusion.
- iv. We will consult with parents/carers and health professionals to plan 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/carers and students. 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. We have in-house counsellors to support students who are in need. We also offer ELSA (Emotional Literacy Support), Talking and Drawing, Listening Ear and Zones of Regulation (ZOR) to support our students with SEMH (social, emotional and mental health) needs.
- v. We also have professional support from external agencies such as Educational Psychologist, CAMHS (Child and adolescent mental health service) and Mindworks: MHST.
- vi. We have a peer mentoring system where students work with younger students, in addition to a mentoring team comprising of LSAs within the Learning Support Department.
- vii. Students can engage with Student Support Officers (KS3/KS4) and also attend the Well-Being Hub should they need time out or additional emotional support.
- viii. 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/carers of children 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/carers of students with SEND and can be found at <https://sendadvicesurrey.org.uk/>

Please find information on Surrey's Local Offer here: www.surreylocaloffer.org.uk
For Tomlinscote School's contribution to the Local Offer please consider reading the below.

Additional documents available:

SEND Policy
Local Offer (Frequently Asked Questions)
COIN Unit Local Offer (Frequently Asked Questions)