SEN INFORMATION REPORT

Table of Contents

SEN Information Report	2
What are the kinds of SEN for which the school makes provision?	3
How does the school know if pupils need additional support with their learning?	3
What should I do if I think my child has special educational needs?	4
How will the school support my child's learning?	4
How are the school governors involved and what are their responsibilities?	5
How will I know what help is being provided for my child?	5
How will you help me to support my child's learning?	5
How will I know how well my child is doing?	6
How will the curriculum be matched to my child's needs?	7
How is the decision made about the type and how much support my child will receive?	8
What support will there be for my child's overall well-being?	8
What specialist sources and expertise are available at or accessed by the school?	10
How will my child be included in activities outside the classroom including school trips?	10
How accessible is the school environment?	11
How are parents involved in the school? How can I get involved? Who can I contact for further information?	11
How will the school prepare and support my child to join the school?	12

SEN Information Report

Great Torrington School is a fully inclusive, progressive school that welcomes pupils from all over North Devon and beyond. We believe that every child has strengths and qualities that can be nurtured for them to succeed academically and in all aspects of life. Our ethos is to ensure all best endeavours are implemented to enable pupils to make outstanding progress in their learning and personal development during their journey with us.

All the staff at GTS want our pupils to: Have their Dreams**,** Believe in themselves and Achieve**.**

We strive to be innovative in our approach, flexible in meeting the varied needs of all our learners and committed to working closely with parents, carers and the wider community. In particular, it is important to us to ensure that:

- All our pupils have access to a broad, balanced and relevant curriculum and are an integral part of the whole school community; we are an inclusive school
- All teaching is of the highest quality so that all our pupils are enabled to reach their full potential
- The needs of each individual are recognised and supported in a wide variety of ways to build confidence and self-esteem.
- Pupils with Special Educational Needs or Disabilities (SEND) are identified as early as possible and parents and carers are kept fully involved in that process
- All available resources are deployed as best as is possible to meet the specific needs of pupils with SEND.
- Close links are established with outside agencies to support all aspects of learning and care
- Our staff receive outstanding CPD which focuses on quality first teaching to address all our learners' individual needs.

What are the kinds of SEN for which the school makes provision?

The Special Educational Needs and Disabilities (SEND) Code of Practice 2014 outlines 4 types of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

If a pupil has SEND, their needs will fit into one or more of these categories.

How does the school know if pupils need additional support with their learning?

Regular assessment and monitoring helps us to identify pupils who are making less than expected progress for their age and circumstances. This may happen for many reasons, for example:

- Their progress is significantly slower than that of their peers from the same starting point
- They are unable to match their earlier rate of progress
- Their progress shows that the attainment gap between the pupil and their peers is widening.

Pupils do not always make progress in a steady pattern, so we look closely at other kinds of evidence too. This may involve:

- Liaison with their previous primary or secondary school
- Responding to concerns raised by parents or carers
- Acting on teacher concerns
- Liaison with relevant outside agencies supporting an individual.

What should I do if I think my child has special educational needs?

At GTS we refer to our pupils as having 'Individual Needs' as opposed to 'Special Educational Needs'.

Your first point of contact with the school will always be your child's tutor with whom you should be able to discuss your concerns. Should you need to speak to other members of staff, such as subject teachers, Head of Learning or the INCo (Individual Needs Co-ordinator, Mrs Helen Whiterod), the tutor will help you to arrange this.

How will the school support my child's learning?

Our first response to supporting pupils who are not making progress as we would expect is to ensure that high quality, scaffolded teaching targets specific identified weaknesses, and all OAIP (Ordinarily Available inclusive Provision) strategies are implemented. Subject teachers are responsible for the progress and development of pupils in their classes. They are trained to teach pupils with additional learning needs and are responsible for making the curriculum accessible to all. However, if progress continues to be a concern, further assessments to ascertain whether the pupil has SEN will follow, following the Devon Graduated Approach with the process of Assess, Plan, Do, Review.

The INCo is responsible for ensuring that:

- Teachers are fully informed to understand a pupil's specific needs, and regularly updated.
- Teachers are supported in planning to meet these needs through liaison with the Individual Needs team.
- The quality of the teaching of pupils with SEND and provision across the whole school is effectively managed

Additional support and interventions can take many forms such as Social Skills, Speech and Language, Academic Intervention, Literacy and Learning outside the classroom. and can be provided for the individual or for small groups of pupils according to need and capacity.

How are the school governors involved and what are their responsibilities?

The governing body of the school have a duty to make sure that the school meets the requirements of the SEND Code of Practice 2014. A designated SEN Governor and acts as link between the school and the governing body.

How will I know what help is being provided for my child?

Each year there is an opportunity for parents and carers to meet with teachers through scheduled parent's evenings for each year group to discuss their child's progress. However, you can contact your child's tutor at any time if you have concerns.

When pupils are placed in intervention groups parents/ carers will be informed within the graduated response approach; likewise when sufficient progress has been made.
Letters, phone calls, and emails are used regularly to keep parents and carers informed of progress.

How will you help me to support my child's learning?

We believe that a positive, respectful working relationship between school and parents/carers is essential to a positive learning experience; we welcome regular contact with parents/carers.

Our open-door approach means that parents and carers can make an appointment at any time to meet with a subject teacher, tutor or other teacher to discuss their child's progress. Contact can be made through the school office (01805 623531).

At specific times in the school year, reports are sent home to parents and carers, and they are also invited to meet with their child's teachers, either physically or virtually. Together, we hope to provide a two-way process of information and support.

At important times in your child's education such as transition from year 6 to year 7; the choice of GCSE options for KS 4 and post 16 transition, a programme of meetings and consultations is organised to which you are warmly invited.

If your child has an Education, Health and Care Plan (EHCP) there is a legal requirement to hold an annual review which will be organized by the INCo. Your child, yourself and all those involved in the education and care of your child will be invited to attend. In addition, you will be offered the opportunity to review your child's progress at regular intervals throughout the school year.

How will I know how well my child is doing?

All teachers, as part of their professional standards, monitor and review pupils' progress throughout the school year. At Great Torrington School, this is done in many ways including:

- Data collection from subject teachers to show how well individual pupils are making progress. This rigorous system enables teachers to track progress very closely and arrange intervention programmes when necessary.
- Our school offers a variety of intervention programmes which are then monitored by Subject Leads, Heads of Learning and/or INCo.
- Teachers regularly liaise with the INCO who in turn meets regularly with the team of learning support assistants (LSAs) to discuss individual pupil progress, review strategies already employed and consider new initiatives.
- Professional development management systems ensure that all teachers work under named line managers and are set annual targets relating to their performance in fulfilling their role.
- Subject Leads, Heads of Learning and INCo all work in collaboration with the Deputy Head teacher who has overall responsibility for data management and who monitors the school's performance in line with other similar schools nationally.
- Every pupil has a reading age assessment carried out on entry and as appropriate through their school journey. New pupils entering the school during the year will carry out a reading age assessment on entry.
- The school operates a system of rewards and consequences. Rewards can be given for many reasons including engagement with learning, as well as a contribution to the life of the school. Parents/Carers can access their child's tally of rewards and/or sanctions daily using 'Class charts' and 'SIMS Parent' available via a smartphone app or a web browser. For more information, please see the GTS website.

Where a pupil is identified as having SEN, a four-step process will be implemented in line with the Code of Practice, the Devon Graduated Approach Framework and the GTS Individual Needs Provision to ensure that barriers to learning are removed and effective provision is put in place. The needs of the pupil and the views of the parent or carer lie at the heart of this graduated approach. Where assessment reveals a need (e.g. the pupil continues to make less than satisfactory progress), the subject teacher in consultation with parents/carers, INCo and outside agencies who may already be working with that pupil, will draw up a plan of action of support and/or intervention. It is the responsibility of the subject teacher to work with the pupil and assess the impact of the plan on a day-to-day basis ("do" stage). The overall impact of the plan will then be reviewed and the views of all involved (the pupil, parents, carers, outside agencies, INCo etc.) will be considered. Either intervention will be considered no longer necessary or a revised plan will be created in the light of outcomes.

Where a pupil with SEN has very specific and complex needs e.g. autistic spectrum disorder, profound hearing loss etc, the school, led by the INCo, will work very closely with appropriate external agencies to ensure that pupils make progress in line with expectations.

How will the curriculum be matched to my child's needs?

Each subject teacher is responsible for planning lessons which are accessible to and adapted for each of the pupils in some lessons.

Adaptations for those with SEN may take many forms, for example:

- Pre-teaching of new, subject specific vocabulary
- Regular revision of key concepts and opportunities for over learning
- Use of resources and texts at the appropriate reading level
- Planning with an LSA allocated to a class in order to simplify or "chunk" new learning into smaller, more accessible units
- A range of teaching and learning resources
- Use of different coloured paper for photocopying or worksheets
- Different activities for homework
- Use of Assistive Technology

Appropriate scaffolding forms an integral element of the quality assurance process within the school. It is the Subject Lead and INCo's responsibility to monitor.

In Key Stage 3 (Years 7-9), pupils receive a broad and balanced curriculum following the 'traditional' route of subjects. In year 9 pupils are supported to make the wisest choices for their future learning through the 'guided choices' programme to prepare them for post 16 education and training. Whilst the majority of pupils follow GCSE courses, there are also opportunities to study a selection of DFE accredited vocational courses at level 1 & 2. We aim to work closely with parents, carers and pupils during the 'guided choices' process to ensure that everyone is kept fully informed of the opportunities available and knows the qualifications and requirements for entry into post 16 courses.

How is the decision made about the type and how much support my child will receive?

The provision of high-quality teaching which takes account of pupils' differing needs is our priority. For those with more complex needs, a more personalised approach may be required for example, an amended curriculum, alternative examination accreditation or access to support and advice from outside agencies.

Early identification of additional need, followed by regular review is essential. There are times when modification to teaching approaches, classroom organisation and the provision of different kinds of equipment or resources will suffice. The INCo and the senior leadership team working closely with subject teachers will offer advice, play a role in whole school planning of interventions and liaise with relevant outside agencies when necessary.

At all times, we aim to work in partnership with parents and carers to remove barriers to learning; for those pupils transitioning to our school with identified additional needs it is advisable for the Individual Needs Team to be involved in any meetings regarding the pupils' needs and progress as early as possible.

What support will there be for my child's overall well-being?

Pastoral Care

All pupils on entry are allocated to one of four houses – Endurance, Endeavour, Discovery and Resolution. Siblings are usually automatically placed in the same house. Each house has a Head of Learning who oversees pastoral aspects and learning. Each house also has a pupil coach who acts as a link between pupil, home, teachers and Head of Learning. They work particularly closely with identified vulnerable members of each house but are accessible to all.
At GTS we have year group tutor groups, two in each house for each year group.
A pupil's tutor is the main point of contact for parents.

Emotional and Social Well-being

Where a need is recognized for individual support regarding a pupil's well-being, through discussion and permission from parents/ carers, pupils may access 1:1 or 1: small group work with an appointed LSA, their pupil coach or through Hardy Centre staff.

A counsellor is employed to work part-time with a small number of identified pupils.

The Hardy Centre within the school caters for the needs of all pupils; this may range from agreed timetabled support; a need to access the provision for a short term respite or a referral to access 1:1 support for the pupils social, emotional or mental health needs.
Pupils can be referred to the Hardy Centre as part of the GTS graduated response. Referrals are triaged where the most appropriate intervention is identified.

Medical Care

If a pupil becomes unwell during the school day, they are expected to report to their pupil coach. If the pupil is too ill to stay in school, parents or carers will be contacted and asked to collect their child as soon as possible. In case of emergency, a small team of staff are trained in basic first aid.

Medicines for pupils are managed via the medical room. If a pupil has to take medication during the school day, there are clear procedures to follow to ensure safety:

- All medicines are stored in the medical room and access is restricted to named members of staff only
- All medicine must be handed in to Reception by the parent or carer. A medical consent form must be completed and accompany the medication. The consent forms are available from reception.
- The pupil's name and date of birth will be recorded alongside information concerning dosage, frequency etc.
- Pupils are expected to go at the arranged time (usually lunch time) to take their medication
- Each time medication is administered, the time, date and dosage are recorded.

Management of behaviour, avoiding exclusion, increasing attendance

If a pupil's behaviour gives rise to concern, relevant OAIP strategies will be implemented including:

- Mentoring by teachers, pupil coach or Head of Learning to help develop skills for understanding and managing their emotional, social and mental health to support their learning in school
- Being placed on lesson report / monitoring card.
- Behaviour support plan drawn up by the school, pupil, parent or carer and other relevant outside agencies.
- Referral to outside agencies for specific support and guidance.
- The school's Attendance Improvement Officer will liaise between home and school when attendance or punctuality cause concern

What specialist sources and expertise are available at or accessed by the school?

Mrs Helen Whiterod is the schools INCo. Through her role she works closely with all staff to ensure the teaching and learning being delivered is appropriate for all pupils. She closely assesses the need for support for pupils with additional needs and manages a team of dedicated LSA's to ensure their deployment is best placed. This need is constantly assessed, and pupil progress is carefully and regularly checked, and where necessary, provision is adapted. As part of her role, she liaises with many specialist services and experts to ensure that the provision for our pupils is both appropriate and specific to their particular needs.

SEND training is an on-going part of professional development for all our staff. Whilst much of the training is delivered in-house, when opportunities become available, staff are encouraged to attend courses and, on their return, cascade to other colleagues.

At the start of a school year, the INCo makes sure that all staff are made aware of the specific needs of our new pupils, through a Pupil Information Passport.

There is an expectation that all staff will familiarise themselves with the document and use it often for reference. Likewise, any relevant information is stored against the individual pupil on the Class charts registering system.

We truly believe that “all teachers are teachers of children with special educational needs” as laid down in the Code of Practice.

How will my child be included in activities outside the classroom including school trips?

We work hard to ensure that all pupils with SEN have an opportunity to engage in the activities of the school alongside their peers. We pride ourselves in being an inclusive school.

As an addition to the curriculum, many departments organise educational visits and trips to broaden the experience of our pupils. A risk assessment is always carried out in advance of any off-site activity to ensure that everyone’s health and safety will not be compromised. Where a pupil has specific difficulties or disabilities, home will be contacted to make certain that all reasonable adjustments and arrangements have been made.

An enrichment and intervention programme takes place for one timetabled lesson each week as part of our curriculum. This opportunity is open to all our pupils. Where reasonable adjustments can be made, no pupil will be excluded from extra-curricular activities on the basis of SEN or Disability.

At lunchtimes, a dedicated ‘lunch club’ is facilitated for vulnerable pupils who may not wish to join their peers in other lunchtime activities and who prefer a quieter environment.

Pupils with SEND are encouraged to contribute to all aspects of school life, for example representing the school at sporting activities, serving as school leaders or subject ambassadors, showing visitors around the school and helping with enrichment activities for primary school pupils.

The views of all our pupils are highly valued and their opinions and contribution are sought in many areas of school life, as well as in their own learning.

Pupils with SEND form part of the pupil voice and are often asked to meet with prospective candidates for posts within the school or to act as guides for events held on the premises. We actively encourage everyone to participate in whole school initiatives, fund-raising events for charity, school productions and inter house competitions.

If your child has an EHCP (Education, Health and Social Care Plan) or is involved in an intervention programme, their views will always be sought at review meetings.

How accessible is the school environment?

The core of the school was built in the 1930s before requirements for accessibility became law. However, in recent years we have been able to welcome disabled and wheelchair users and a programme of adaptation has been implemented. Almost all subject areas of the school are now accessible via lifts, ramps, new doorways etc.

There are disabled toilets on the premises, as well as disabled changing facilities.

Disabled parking is available at the front of the school.

Our school is committed to making all reasonable adjustments to welcome disabled pupils and visitors.

The school now has two blocks of gender-neutral toilets. Reflecting current practice and responding to pupil voice.

How are parents involved in the school? How can I get involved? Who can I contact for further information?

Parents/Carers are encouraged to support their child in all aspects of their learning and school life. Each year, parents' evenings and progress checks enable you to talk about and respond to your child's progress.

For new prospective parents there is an open evening and open morning tours early in the autumn term, but a visit can be organised at any time of year to suit individual families.

Where SEN intervention programmes are put in place, the views of parents and carers are actively sought at the planning and review stages.

Parents or carers of pupils with EHC plans will be invited to review progress as identified in the SEND Code of Practice 2014. If your child does not have an EHC plan but you feel that their needs are serious and complex, as parents/carers you have the right to request consideration of an EHC plan through the local authority.

Further information can be found under the 'Devon Local Offer'
Devon's SEND Local Offer - help and support for children with SEND

General enquiries regarding the school can be made via the main switchboard on 01805 623531 or by email to admin@gts.devon.sch.uk. The receptionist will then put you in touch with the relevant personnel.

Parents and Carers are most welcome to seek election to the governing body when there are vacancies.

We are keen to invite you to pay an active role in the life of your school.

How will the school prepare and support my child to join the school?

Year 6/7 Transition

It is very important to us to ensure that all pupils are prepared as fully as possible for this exciting step in their education journey. We hope that, through our carefully planned learning and sporting activities programme during KS 1 and KS 2, most pupils will have already visited us and met some of our teachers, LSAs and pupils.

The Individual Needs Team aims to attend reviews for pupils with EHC Plans in years 5 and 6 so that longer-term planning for those with more complex needs can be commenced as early as possible. If necessary, pupils will engage in an extended transition process according to their needs.
In the summer term, our intention is for all year 6 pupils to be visited in their primary school by the Transition Lead, as well as year 7 pupils appointed to serve as transition leaders. Year 6 are then invited to spend a week in June/July with us. Some of this time is spent at camp with other members of their prospective House enjoying adventure, team-building and social activities. Alongside time spent in school sampling a variety of lessons and getting a feel for their new surroundings.

Parents/Carers are invited to a new intake evening where staff talk about aspects of school life and parents have the opportunity to meet with their child's new tutor and Head of Learning. Year 6 pupils are allocated to Houses and to tutor groups by the INCo, The Pastoral and Behaviour Lead and Transition Lead.

Mid-term/year admission

Pupils who join the school mid-way through a school year are invited with their parents to meet prior to entry with Ms Miller-Marshall, Assistant Head (Pastoral and Behaviour) who oversees admissions. Where a pupil has already been identified as having SEN, the INCo may also be invited to that meeting so that additional preparations can be made, support and/or interventions arranged, and staff made aware of the individual's needs. Updated reading assessments will be undertaken on entry. Contact will also be made with the pupil's previous school so that data and files can be transferred as soon as possible.

On arrival a "buddy" will be appointed to show the new pupil around, take them to lessons and help to answer their initial questions and concerns.

Moving to another school

We will endeavour to make sure that all relevant documentation, reports and information are sent off just as soon as we receive notification that a pupil is officially on role at a new school. Often a member of the Senior Leadership Team or Head of Learning will also contact the school and speak personally to their counterpart to ensure a smooth and informed transition.

Transition post 16

During KS 4, pupils and their parents/carers are encouraged to attend the school's Future Opportunities evening where they can meet with a variety of representatives from tertiary colleges e.g. North Devon College, Duchy College, Exeter College, Bideford College etc, as well as representatives offering Apprenticeship routes.

Where pupils have SEND, data and information will, with the pupil's permission, be made available to the relevant tertiary provider on application to ensure a smooth transition and the provision of relevant support. Tertiary providers will also be invited to EHCP reviews in year 11.

The SEN Information Report is published every September to reflect the provision at Great Torrington School. This is in line with the SEND Code of Practice 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

and the Devon 'Local Offer'
Devon's SEND Local Offer - help and support for children with SEND

What to do if you're not happy with a decision

Unfortunately, sometimes things go wrong, and when they do you have the right to raise your concerns or complain formally.

If you have an issue with the school or a decision made by the school, you should talk to us first so we can try to solve the problem together.

If you don't feel confident doing this by yourself, you can ask the Devon Information Advice and Support for SEND service (DIAS) for help and support.

If your complaint is related to the Education, Health and Care Plan (EHCP) process, there are laws that affect how you complain. Please read our information about EHCPs for help with appeals, mediation and complaints.

Follow government guidance if you want to complain about the support you are receiving from a school.

To complain about Devon County Council services please contact the Customer Relations Team.

H Whiterod Assistant Head: INCo and Transition Lead.
BEd
PGCert The National Award For Special Education Needs Coordination
NPQH

29.09.26