



SEN Information

Person with overall responsibility for SEND within school / college / organisation:	Miss Zoe Beard
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Web address of SEND Policy:	SEND Policy.pdf (tggsacademy.org)

Name of Education Provider: Torquay Girls' Grammar School

1. What special education provision is available at our setting?

What do we do here to meet your needs?

TGGS believes that all students should be able to reach their maximum potential. All teachers and support staff are inclusive practitioners.

The school supports a wide range of needs:

- Our school currently provides additional and/or different provision for a range of needs, including:
 - Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties,
 - Cognition and learning, for example, Dyslexia, Dyspraxia, Dyscalculia,
 - Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder. Other examples include mental health difficulties such as anxiety or depression or they could be self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. This area of need encompasses a collaborative approach including the Designated Safeguarding Lead, the SEND department and the Pastoral Team in school
 - Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
 - Specific, moderate and multiple learning difficulties

How we identify pupils with SEND and assess their needs:

- The School follows the 'Graduated Approach' model and identifying pupils is part of the 'Assess, Plan, Do, Review' cycle.
- We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
 - Is significantly slower than that of their peers starting from the same baseline,
 - Fails to match or better the child's previous rate of progress,
 - Fails to close the attainment gap between the child and their peers,
 - Widens the attainment gap.
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

- When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment. We will seek professional advice/referrals from teachers and will consider the views and wishes of the pupil and their parents. We will use this to determine the support that is needed or whether something different or additional is needed.
- The Assistant SENDCo is qualified to carry out psychometric tests, which are used to support the identification of individual teaching and learning strategies and to inform on the eligibility of Access Arrangements in examinations such as extra time or the use of a reader.

Our approach to Teaching Pupils with SEND:

- The School follows the 'Graduated Approach' model and uses the 'Assess, Plan, Do Review' cycle. Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.
- Teachers follow the 'Graduated Approach' model ensuring that their part in the 'Assess, Plan, Do Review' cycle is met.
- Teachers work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Teachers work with the SENDCo/SEND Support Staff to review each pupil's progress and development and decisions regarding any changes to provision.

Adaptations to the Curriculum and Learning Environment:

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing where necessary.
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The School's 'Accessibility Plan' which can be accessed on the website sets out to:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment,
- Improve the delivery of information to pupils with a disability.

Additional Support for Learning:

- Shared Teaching Assistant support within the classroom under specific circumstances.
- 1 to 1 Teaching Assistant support within the classroom under specific circumstances.
- 1-1 or group support sessions outside of lessons - support could include mentoring, organisational skills, study skills, social skills and emotional regulation.
- Students have access to two school counsellors.
- Access to ASD lead who has undergone training in order to advise and support students, staff and families of those on the autistic spectrum.
- Access to the ASD Hub, pod and office – areas created specifically for those with ASD to receive support or use to desensitise.
- Access to student mentors for all Year 7 students on entry.
- Each Year group has access to a full-time pastoral Head of Year.
- There is an assistant pastoral Head of Year who is also one of the Deputy Designated Safeguarding Leads.
- Access to a range of subject specific help sessions.
- Access to student led subject support services ('The Hub').

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- Access to the school nurse.

Working With Other Agencies

- We work with a range of outside agencies including the local authorities of Torbay and Devon as well as health and social care professionals to provide support for pupils with SEND. We also support families by providing details of other support services via our this Information Report and the SEND section of the school website.
- Access can be made available to an Educational Psychologist under specific circumstances.
- Access to appropriate Outreach services.
- Advice and support from a range of health professionals e.g. School Nurse, Occupational Therapy, Physiotherapists under specific circumstances.

The aim of our provision is to support students by planning lessons to address potential areas of difficulty, thus, removing barriers to learning so that they are included in all aspects of school life and are able to study the full national curriculum.

2. What criteria must be satisfied before students can access this provision/service?

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

TGGS offers a broad and balanced curriculum. We feel that all students are given the support to reach their full potential as a basic entitlement. We recognise that some students may require extra support to make the expected progress and support is offered in a variety of formats to enable them to do so. As a school we have developed and continue to develop a range of expertise, experience and links to external agencies to ensure that we are able to meet the learning needs of all students.

- We are an Inclusive Provider and will consider placements for any student aged 11 to 18 years (who have satisfied entry requirements for the school).
- We follow the guidance as laid out in the [Equalities Act 2010](#).
- All students are welcome to the setting regardless of any special educational needs (having satisfied entry requirements for the school).
- We will discuss with parent(s)/carer(s) the needs of their daughter and will strive to meet their needs working in partnership with any other parties/agencies.
- Having established the student's needs, we will endeavour to access training and/or resources to make every reasonable effort to enable the student to access our provision.
- We will assist with any documentation that will need to be completed before the student attends.

3. How do we identify the particular special educational needs of a student?

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

We follow the guidance set out in the [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 years 2015](#).

Before a student starts we use a variety of tools to gather information which include:

- Information from parents; parents are asked to complete the Pupil Registration Form which includes questions on any medical conditions, allergies and associated medication in addition to any Special Educational Needs that have already been identified prior to entrance.
- Data from the transfer sheets from the feeder primary schools;
- Information from visits to the feeder primary schools, in specific circumstances;
- Information from teachers.

Once a student is with us, they are continually assessed / observed by subject teachers through high quality teaching and their progress recorded.

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On entry all students will undergo a baseline assessment using the DASH (Detailed Assessment of the Speed of Handwriting). Through this and dialogue with parent(s)/carer(s) and teaching staff, any concerns which are identified will, with parental consent, initiate appropriate interventions and/or approaches as part of a graduated response which is constantly reviewed. Other specialists and agencies may also be approached for support to establish the best outcome for the student.

SEND Procedures are available on our website at. [Special educational needs and disability \(send\) procedures \(tggsacademy.org\)](https://www.tggsacademy.org/special-educational-needs-and-disability-send-procedures)

4. How do we consult with parents and/or students about their needs?

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

The school recognises that parents and carers play a critical role in their daughter's education and value the contribution they make. Parents are involved and consulted with if their daughter is identified as having a Special Educational Need. Parents have a number of means of evaluating and discussing their daughter's progress including:

- Families are invited in to look around the setting.
- In addition to the information gained from the data sources (see section above), the school runs a number of information open evenings and parents are invited to discuss any issues or concerns with the SENDCo.
- From this a discussion will be conducted about the student's needs and how they can be best supported. If the student is already being supported by other professionals, a meeting will be arranged with them to ensure good continuity of care.
- This will be recorded as part of an Initial Student Support Review (SSR), which is emailed to parents for their final feedback to be included.
- In line with the SEND Code of Practice where a student is receiving SEND support, the school will communicate with parents at least three times each year. This will allow clear outcomes to be set and reviewed, discuss the activities and support that will help achieve the outcomes, and identify the responsibilities of the parent, the student and the school.
- The Student Support Review (SSR) is updated at least annually. However, additional reviews can be initiated by students, parents or teaching staff if it is felt that the strategies/interventions that are in place require amendments.
- As part of the school's reporting process, strategies that are used in the classroom are highlighted in the SEND section of the individual student's main annual report.
- A member of the SEND Team is available for an appointment as part of the annual parents' evening event.
- Information can also be exchanged in a variety of formats after discussion with the parents e.g. emails, telephone conversations, verbal exchange, school planner
- The school gathers feedback from a variety of sources, which include parental evaluations / the parent forum / parental surveys.
- The students have a variety of forums which they are able to access to ensure that the time they spend at TGGs is both productive and enjoyable. These include access to:
 - Form tutor
 - Head of Year
 - Members of the SEND Department
 - The SENDCo.
 - The school paediatric nurse
 - The Designated Safeguarding Lead and Deputy Safeguarding Leads
 - Student mentors for all Year 7 students on entry

SEND Procedures are available on our website at. [Special educational needs and disability \(send\) procedures \(tggsacademy.org\)](https://www.tggsacademy.org/special-educational-needs-and-disability-send-procedures)

5. What is our approach to teaching students with special educational needs?

How will we teach you?

As an inclusive provider, we strive to deliver high quality teaching, differentiated for individual students, as the first step in responding to those who have or may have SEND, in order to enable all students to achieve and make at least the required levels of progress. Students with special educational needs have the same access to learning and extra-curricular activities as other students as part of our [Equality & Diversity Policy](#).

All students are treated equally, and our approach is very similar to that for all of the students in our care and we recognise and value the role of all those involved, including parent(s)/carer(s). Where special educational needs have been identified, we will endeavour to provide appropriate resources to meet these needs.

Where students are identified as requiring an Education and Health Care Plan (EHCP), we will work with other professionals and follow their advice which will be incorporated into an enhanced SSR document. This would identify specific activities and learning / development objectives which is then used by teachers to enable high quality teaching. The SSR is developed primarily with student and professionals' input and parental feedback.

6. How can we adapt our curriculum for students with special educational needs?

What sort of things will you learn here?

All students in Key Stage 3 (Years 7 to 9) follow a broad and balanced curriculum. At Key Stage 4 (Years 10 and 11) students have choices of a wide range of GCSE subjects.

Sixth-Form provision also allows students to access a wide variety of courses, including some offered in partnership with other institutions.

All students with special educational needs or disabilities are supported in order to reach their full potential. The aim is to ensure that all students receive high quality teaching; the curriculum is therefore differentiated to ensure that the needs of individual students are met.

- The school strives to allow students to follow a balanced curriculum and to participate as fully as possible within the school. Any concerns should be addressed to the SENDCo.
- Teachers will be supported in making provision and differentiating the curriculum, as part of the graduated response through the SSR process. Learning support strategies are identified and chosen through consultation with students, teaching and support staff and parents. This allows a student with special educational needs to access the curriculum as fully as possible.
- School Accessibility Plan – Our School Accessibility Plan is available on our website at [AccessibilityPlan.pdf \(tggsacademy.org\)](#)

7. How will we ensure we get the services, provision and equipment that students need?

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

All services, provision and equipment are monitored for impact to ensure that their use is benefitting the student and are cost effective. Where necessary we work alongside relevant professionals and other agencies e.g., School Nurse, SEND outreach advisors, paediatricians, Social Services and other health professionals to ensure that we offer the best provision possible.

- We make every reasonable effort to meet the needs of every individual student to ensure the full inclusion within the school curriculum and all school activities.

- Students in receipt of an EHCP will have their specific needs outlined within their plan.
- School Accessibility Plan – Our School Accessibility Plan is available on our website at [AccessibilityPlan.pdf \(tggsacademy.org\)](https://www.tggsacademy.org/AccessibilityPlan.pdf)

8. How is this provision funded?

Who pays for this?

Provision for meeting the needs of students with SEND is funded by the school's notional inclusion budget. Students with more complex needs and/or disabilities who have an EHCP; this may include a personal budget monitored by the local authority for additional support to meet identified needs. The inclusion budget is monitored by the headteacher and governors and resources are allocated according to need.

If it is identified that extra additional support is required beyond what can be provided as part of allocated funding, then an application can be made to the Local Authority for additional funding.

8. What additional learning support is available for students with special educational needs and how do they access it?

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

As a result of the SSR process learning support strategies are identified and put in place as part of high quality teaching and reviewed at regular intervals. Subject specific support is available during lunchtimes and students are encouraged to participate and engage with this fully. There is also a peer support available for students to use, including 'The Hub', a sixth form led lunchtime subject tutoring system. Additional lunchtime support is also available from individual members of the learning support department. In specific circumstances students are allocated to an academic mentor.

If additional learning support is needed, we would look for support from other professionals such as;

- Speech & Language Specialists
- Sensory Outreach Services
- Educational Psychologists
- Health Visitors & Social Workers
- Support Groups for families

We will signpost, encourage and support parent(s)/carer(s) to engage with these services.

10. How do we support and improve the emotional and social development of students with special educational needs?

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

TGGS hopes that all students go through their time at the school happy and relaxed, but sometimes events happen either inside or outside of school that affect a student's well-being.

Many concerns can be sorted out by tutors, class teachers and Heads of Year. In addition;

- Staff have received mental health training.
- The School Nurse has a First Aid for Mental Health Instructor qualification.
- Pastoral staff have received training in the use of the Boxall Profile which can outline the most effective intervention and support strategies.
- The students have access to the counsellors four days a week.
- There is full time access to the school nurse.

- A learning skills programme is in place for year 7 students to enable them to develop their skills and to equip them for study.
- The school has a rigorous PSHE programme which includes RSE, and is age appropriate to each year group.
- Students are encouraged to take part in The Ten Habits Programme
- As an inclusive practitioner we believe that:
 - Every student needs to feel that they belong, that they matter, and that they are valued for their unique qualities.
 - Working in partnership with parents is important and parental contributions are welcomed and valued.
- The school has a positive approach to Behaviour Management.
- The ASD lead, who has undergone appropriate training, is available in order to advise and support students on the autistic spectrum.
- Safeguarding concerns are dealt with in line with the school's Safeguarding and Child Protection Policy - our current Safeguarding and Child Protection Policy is on our website at . [School Policies | Torquay Girls' Grammar School \(tggsacademy.org\)](#)

11. How do we support students with special educational needs moving between phases of education and preparing for adulthood?

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

There is liaison between primary schools and TGGs to ensure a smooth handover. Details of any issues are discussed by lead professionals in both institutions. Additionally, we work in partnership with others to promote a smooth transition for example:

- Liaising with the SENDCos from the school / setting to promote a consistent approach.
- Liaison and support is available for students and parents and carers throughout this process of change.
- A transition document is received from primary schools and any information is acted upon.
- For students transferring to another setting documentation is prepared and the new institution is contacted.
- For those students moving into Further Education (Key Stage 5) who require SEN Support or who are in receipt of an EHCP, information is shared with the receiving setting or school to support the transition. The school agrees with students and parents the information to be shared as part of this planning process in order to make a successful transition into adulthood, whether into employment, further or higher education or training.

12. What other support is available for students with special educational needs and how can they access it?

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

If a need is identified by a tutor, teacher, teaching assistant or parent, they can liaise with the SENDCo who will oversee implementation if it is considered appropriate.

We will signpost, encourage and support parent(s)/carer(s) to engage with other support – this may include:

- Providing leaflets
- Promoting Events and Services
- Recommending the Torbay Directory for ideas on available support and services.
- Providing links to helpful websites and other support information on the school SEND web-page - [SEND at TGGs | Torquay Girls' Grammar School \(tggsacademy.org\)](#)

13. What extra-curricular activities are available for students with special educational needs?

What other activities can you do here?

The school endeavours to support the students with special educational needs to take part in all activities and trips offered by the school where practicable. In addition to the main curriculum, students are able to access:

- Sports
- Drama
- Music (including the school choir and orchestra);
- Outdoor Education programme including Duke of Edinburgh Award Scheme and Ten Tors

14. How do we assess and review progress towards agreed outcomes, and how are parents and students involved in this process?

How do we know that the help we are giving you is working? How can you and your family tell us what you think?

Progress will be shared with parent(s) / carer(s) in agreed ways including, verbal communication, termly reports and parents' evening.

- The SSR is updated at least annually. However, additional reviews can be initiated by students, parents or teaching staff if it is felt that the strategies/interventions that are in place require amendments.
- As part of the school's reporting process, strategies that are used in the classroom are highlighted in the SEND section of the individual student's main annual report.
- A member of the SEND Team is available for an appointment as part of the annual parents' evening event.

For students who have Sensory and/or physical needs, it is usual for specialist outreach services to be involved on a termly basis; e.g. Hearing Specialist Teachers, Physiotherapists. These additional support services meet with students, SEND team members, teaching staff and parents as appropriate and provide full reports on progress and additional support needs.

For students with an EHCP this will also include an annual review meeting.

SEND Procedures are available on our website at [Special educational needs and disability \(send\) procedures \(tggsacademy.org\)](https://tggsacademy.org)

15. How do we assess the effectiveness of our special needs provision and how are parents and students involved in this assessment?

How do we make sure that we are being the best that we can be? How can you and your family tell us what you think?

The SENDCo monitors the impact of interventions and how effective they are. Consulting with parents and students is an integral part of this process. For students with an EHCP and/or SSR, parental and student views are sought during the annual review meeting.

- The school makes rigorous and appropriate use of the Ofsted self-evaluation documentation.
- Parents and students will be involved in gathering feedback and this evidence will be used to improve upon what we offer where this is practicable.
- The SEND department links up with other institutions in Torbay and the South West Academic Trust to offer guidance and share good practice.

16. How do we ensure that teaching staff and other staff have the expertise needed to support students with special educational needs?

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

TGGS is committed to lifelong learning. All staff are given the opportunity to engage with a wide variety of training opportunities.

- The SENDCo and Assistant SENDCo have completed the National SENDCo award qualification.
- Opportunities are given to staff in order to reflect upon the skills they have and highlight any training needed to ensure that they stay up to date and informed.
- Training is arranged in order to meet individual student's needs as appropriate and members of staff are given the opportunity to attend e.g. using specific IT programmes to enable access to the curriculum for visually impaired students or other specific details as outlined in a student's EHCP.

17. How do we keep parents informed where students have special educational provision but do not have an Education and Health Care Plan?

How do we make sure that your parents know how we can help them?

Students who have identified additional needs but do not have an EHCP will have their specific information included on the SEND register and the central School Information Management System (SIMS). Student progress is monitored by the subject teacher, Head of Department, Head of Year, SENDCo, Intervention Team and the Senior Leadership Team (SLT).

- SSRs, which contain information on teaching and learning strategies that are implemented within the classroom and ways in which parents can support within the home environment are sent out for parents to review and comment on annually.
- As part of the school's reporting process, strategies that are used in the classroom are highlighted in the SEND section of the individual student's main annual report.
- Parents are kept informed about their daughter's progress primarily through progress reports, however a range of channels are also used e.g. parents' evenings, telephone calls and e-mail exchange.

18. How can parents and/or students make a complaint about our provision?

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

If a parent has a concern or complaint they should:

- Contact the school through a variety of media using the contact details available on the school's website <https://tggsacademy.org/>
- If the complaint is specific to SEND please contact the SENDCo at sendadmin@tggsacademy.org
- We would always seek to resolve any issues before they get to stage of a complaint being raised and encourage parents to discuss any concerns that they may have.
- We gather feedback from parents e.g. questionnaires.
- Our Complaints Procedure is available on our website at [School Policies | Torquay Girls' Grammar School \(tggsacademy.org\)](#)

19. How can parents and students get more information about the setting?

How can you find out more about us?

Contact directly via phone (01803) 613215 or email admin@tggsacademy.org.

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- The school website – [Torquay Girls' Grammar School \(tggsacademy.org\)](http://Torquay Girls' Grammar School (tggsacademy.org))
- We welcome and encourage visits from prospective parents.
- OFSTED Inspection Report - [Torquay Girls Grammar School - Published Report.doc \(tggsacademy.org\)](http://Torquay Girls Grammar School - Published Report.doc (tggsacademy.org))

20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students' SEN and supporting their families?

How do we work with everyone else to help you?

TGGS has good links and working relationships with other bodies; meeting on a regular basis to support students with SEND and their families under specific circumstances, including,

- Health, such as, the school nursing team including the diabetes nurse, physiotherapists and occupational therapists.
- Social, such as Children's Services and Social Care.
- Local Authority Support Services, such as SENDIASS, who provide advice and support to children, young people from 0-25 and their families who have special educational needs or disabilities (SEND) around all aspects of education, health and social care.
- The full Torbay Local Offer – Local Offer in Torbay | Torbay FIS Directory

21. Arrangements for supporting students who are looked after by the local authority and have SEND

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

At TGGS students who are looked after by the local authority and have SEND have enhanced, but discrete, pastoral care. The Head of Year for each year group meets with the individual student on a regular basis and communicates any concerns directly to the Pastoral Lead for each Key Stage and SENDCo.