

SEND Governors Report January 2021

The main areas of difficulty or need are set out in the Special educational needs and disability code of practice: 0 to 25 years (January 2015), Chapter 6.28. They are:

- **Cognition and Learning; (CL)**
- **Social, Emotional and Mental Health (SEMH)** *(This area of need is dealt with and managed by the Pastoral Team in school comprising of Head of Upper School (Deputy Head & DSL), Head of Lower School (Deputy Head), Head of KS4, Head of KS5, Heads of Year, Tutors, School Counsellors and School Nurse.)*
- **Communication and Interaction; (CI)**
- **Sensory and/or Physical Needs; (SP)**

The latest version of the **SEND Code of Practice** can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

TGGS SEND Policy and Procedures can be found at:

<http://tggsacademy.org/send>

Notes:

- Data and Information within this document relates to the dates between January 2020 and January 2021.
- All SEND figures were taken from SIMS.
- A full SEMH Data count is not available via SIMS at this time and so was not included in this report.

SEND Team

| Name: | Role: | Hours per week: |
|------------------|--|---|
| Zoe Beard | SENDCo | 5.5 (1.5 hours allocated to SEND meetings – 1 hour allocated Int meetings) |
| Liz McGarry | Assistant SENDCo / Specialist Assessor | 35 |
| Antje Jaeger | Technical Teaching Assistant | 20 |
| Fiona Collins | Teaching Assistant | 14 |
| El Kiseleva | Teaching Assistant | 18 |
| Julie Winstanley | SEND Administrator | 17 |
| Laura Parfitt | ASD Champion | 1.5 (not fixed – will end in February 2021) |
| Silvia Stones | ASD Lead | 35 |
| Francisca Fung | SEND Governor | ? |

CONTEXT

(accurate as of 08/02/21)

| | | | |
|---|--|--|---|
| LA maintained / <u>Academy</u> | Primary / <u>Secondary</u> / Special / Other: <u>Grammar</u> | NOR: 990 | Age range: 11-18 |
| Total % and number of: | | | |
| SEND pupils: 62 (6.3% of NOR) | Pupils with a EHCP: 3 (0.3% of NOR / 4.8% of SEND pupils) | SEND boys: 0 | SEND girls: 62 (6.3% of NOR) |
| Total % and number of SEND pupils who are: | | | |
| FSM: 8 (12.9% of SEND pupils) | In LEA Care: 1 (1.6% of SEND pupils) | EAL: 0 | Safeguarded: 7 (11.3% of SEND pupils) |
| Disabled but not SEN: 0 | On part-time packages: 4 (dual registered) (6.5% of SEND pupils) | Attending alternative provision: 4 (dual registered) (6.5% of SEND pupils) | |
| SENDCo qualification: Zoe Beard and Liz McGarry | | SENDCo Allocated time: 11 frees per fortnight (11 hours) | |

A: Leadership and Management

| | |
|---|--|
| What is the school's SEND provision? | <ul style="list-style-type: none">➤ 1 pupil with an EHCP is home schooled by Riviera Tuition on a part time timetable. EHCP.➤ 1 pupil is studying with WAVE.➤ 1 pupil is in a specialist unit (safeguarded). EHCP.➤ 1 pupil is not attending school. She has been seen by the Ed Psych and is taking only English and Maths foundation at GCSE - she has recently engaged with the NTP.➤ 1 SEMH pupil - is in a Children's home.➤ 1 SEMH pupil TE is not attending school.➤ 1 pupil with an EHCP has visual impairment. The Technical TA adapts all resources for teachers, arranges adaption of resources for all extracurricular activities- liaising with outside professions where required, liaises with outside agencies and parents. Attends training on VI – promotes additional activities and support network to the pupil and family.➤ 66 pupils receive some additional support in lessons (1-1, groups or TA supporting a number of students in one lesson)➤ 8 pupils receive regular additional 1 to 1 support at lunchtimes. Many more receive 1-1's on a temporary basis at lunchtime.➤ Small group intervention during lunchtimes has taken place at lunchtime for English an MFL students.➤ Group intervention is used with each year group to complete SSR forms (or remotely during Covid-19)➤ In addition, small group and 1 to 1 extraction from lessons takes place at teachers' request.➤ Educational Assessments using psychometrics tests, conducted by ASS SENDCo.➤ Access Arrangements in examinations, e.g. extra time, coloured papers, rest breaks, reader, separate room.➤ The school provides a well-being programme.➤ Access to school counsellors.➤ There was an Autism Champion in place until Feb 2021, we now have a full time ASD Lead who started in January 2021.➤ Pupils requiring SEND support largely have cognition and learning difficulties, however, there is a growing number of pupils being identified as ASD - As of Jan 2021: Year 7 - 4 with diagnosis, 2 on Pathway, 1 querying. Year 8 - 1 diagnosis, 2 on Pathway, 1 querying. Year 9 - 2 on Pathway. Year 10 - 1 diagnosis, 1 on Pathway. Year 11 - 5 diagnosis. Year 12 - 1 diagnosis, 2 on Pathway. Year 13 - 1 on Pathway, private diagnosis imminent. ASD cabin being used regularly at break and lunch by year 7 with ASD. |
| How is this info available? Where? | <ul style="list-style-type: none">➤ Parents/carers/students can access the SEND Policy/Procedures (currently under review) and SEND Information Report, as well as general SEND support information via the TGGS website. There is a Special Educational Needs and Disability section in 'Useful Information'. |

What are the SEND Standard Interventions?

- **H Q T & L Strategies** - These are used by teachers as a matter of course in class (in line with the SEND Code of Practice).
- **Educational Assessments** – These are carried out if appropriate after students have been referred to the SEND team by teachers.
- **Student Support Review ('SSR')** - This document supports student's targets for learning and identifies classroom strategies for teachers to use in class (one per year).
- **Student SEND Report** - All teachers write a subject specific SEND report for all identified SEND students (updated annually).
- **Parents Evening** – Teachers respond to SEND needs as appropriate in their discussions with parents. Ass SENDCo to be available during the day of parents evening for years 7-11 and will follow up with appointments after PE if concerns are raised.
- **Other types of support are offered as appropriate** e.g. Ass SENDCo and TA support at lunchtimes, 1-1 Teaching Assistant support in lessons, small group and 1 to 1 extraction, Spelling Programme, Touch Typing programme, Year group study and revision sessions etc.
- **COVID-19 – alternative learning support offered during lockdown phases e.g.** weekly 'check-ins', subject specific support, support with organisation, support with catching up etc all via Microsoft TEAMS chat, phone, video function, phone calls or emails. SEND staff liaise with students, parents and teachers as appropriate.

How are SSRs reviewed?

Initial SSR completed when:

- New students with existing SEND identified through transition / admission documents.
- Students who have been through Educational Assessment process, identified as SS.

Annual Update of SSR (groups) Note this may change in line with the school calendar:

- Year 7: June
- Year 8: March
- Year 9: February
- Year 10: September
- Year 11: December
- Year 12: October
- Year 13: November

Student to have individual SSR meeting with TA or Ass SENDCo or group meeting with Ass SENDCo and other SS Students in the same year group. (In the case of working remotely due to COVID-19 – these forms have all been completed remotely.)

Areas to be discussed / covered on SSR:

- Identified needs.
- Access Arrangements including use of overlays / coloured paper in KAWs and Examinations.
- Student Strengths.
- Teaching Strategies – Student chooses from pre-determined bank taken from Hanks (2011), websites associated with conditions such as Dyspraxia Foundation, Dyslexia Action. Teaching strategies in line with HQ T & L as outlined in COP. Students choose their top three strategies which could support them in class. SEND staff refer to HQ T & L strategies for each area of need.
- Student learning targets.
- Document completed jointly and emailed to parents for parental feedback within two weeks. (In the case of working remotely due to COVID-19 – these forms have all been completed remotely.)

What then?

- SSR uploaded to SIMS and teaching staff alerted to SSR via monthly SEND email.
- Students are then required to initiate a conversation with their teacher about their learning needs.
- 3 Teaching and Learning strategies are then added to the SEN register.

| | |
|---|--|
| SENDCo - how long in post? | January 2015 |
| What is their role/remit? | <p>A strategic role which is supported by the SEND team; SENDCo leads the team.</p> <ul style="list-style-type: none"> ➤ To complete paperwork Inc. referrals for statutory assessment and EHCP reviews. ➤ Ensure that systems and processes are in place and that the SEND register is updated. ➤ Work with agencies. ➤ Communicate with staff. ➤ To hold teachers to account. |
| Member of SLT? | Part of the 'extended' SLT and reports directly to the headteacher. |
| How /when does the SENDCo report to leaders / governors? | <ul style="list-style-type: none"> ➤ Through SEND meeting minutes every other week (also sent to SEND Governor). ➤ Verbally to headteacher. ➤ Governors to receive an annual SEND Report. |
| What support / training is in place for the SENDCo? | <ul style="list-style-type: none"> ➤ Attends SENDCO forum. ➤ Attends training available locally (Torbay, Babcock, SEN Services). ➤ Has completed SENDCO award. ➤ Accesses online courses. |
| How is delegated funding spent? | The SEND team staffing, resources, staff CPD. |
| Who is involved in the decision making? | SLT. SENDCO inputs. Decisions are driven by the needs of pupils. |
| CPD needs relating to SEND? | <p>SEND Professional Development for general staff in the last 12 months has included:</p> <ul style="list-style-type: none"> ➤ This has been impacted by COVID-19. Staff surveys required to guide training needs. ➤ Annual Send overview provided by ZB in September 2020 to all teaching staff. ➤ Guidance on the impact of COVID-19 on SEND students (+ all students) provided by LMc in September 2020 to all teaching staff. ➤ Free online SEND courses shared with school teaching staff. ➤ SEND team accessed many online SEND courses during lockdown #1. |

B: The efficiency of identification of special educational needs and disabilities (graduated approach)

How is need identified and when?

- SEND Information provided via admission forms from parents. This is now completed electronically via the school's website. All information is collated onto a spreadsheet and a SEND/Medical version is extracted from this. This has improved the way SEND accesses information and the time it takes to create data documents for teaching staff. However, information is only as useful as parents supply and it is not always a complete picture.
- Ass SENDCo to collate relevant information.
- Ass SENDCo – To complete DASH Assessment with Year 7 in September (see assessment procedure).
- Teachers can email the SENDCO / SEND team directly with a completed Teacher Referral form.
- Pupils can self-refer – information is then requested from teachers in the SEND Monthly Updates.
- All items above have still been operational despite Covid-19.

Use of Data:

The SEND department access data for all students in years 7-13 throughout the academic year. The SEND TA analyses this data initially by focusing on mean grades against target grades. Data for SEND and non-SEND students is analysed. Causes for concern are highlighted. This data is discussed with the SEND team and at intervention meetings appropriate actions take place as follows:

- Email to pastoral team and teaching staff via SEND Monthly Updates email, asking for any additional relevant information.
- Email to specific teaching staff asking for any additional information.
- Possible discussion with student / parents as appropriate.
- Referrals dealt with in line with other referral procedures.
- Interventions as discussed with HOYs, data manager, Intervention Lead and other key staff and then put into action.

Data is referred back to at key points of year e.g:

- Before Intervention meetings.
- When we receive referrals.
- When updating SSRs.
- Before parents evening.
- When we receive a query about a student.

SEND concern: (depending on need) the following strategies will be considered:

- Check student data.
- Student observation in lessons.
- Student meeting with ASS SENDCo to identify need.
- All items above for data have still been operational despite Covid-19.

| | |
|---|---|
| | <p>Educational Assessments:</p> <ul style="list-style-type: none"> ➤ 78 assessments were carried out between January 2020 and January 2021 (still operational despite Covid-19.) <p>Communication with parents, pastoral or teaching staff:</p> <ul style="list-style-type: none"> ➤ Further strategies sent out to teaching staff to aid HQ T & L / SSR – new or updated. ➤ Contact external agencies e.g. Social or Health. ➤ Lunchtime support session(s) with Ass SENDCo/TA. ➤ In class support as appropriate. ➤ COVID-19 – alternative learning support offered during lockdown phases e.g. weekly ‘check-ins’, subject specific support, support with organisation, support with catching up etc all via Microsoft TEAMS chat, phone, video function, phone calls or emails. SEND staff liaise with students, parents and teachers as appropriate. |
| <p>Which external partners is the school actively engaged with?</p> | <p>School liaises with Outreach services. In the last 12 months we have been actively engaged with:</p> <ul style="list-style-type: none"> ➤ Gillian Hague Advisory Teacher for SEN – Torbay. ➤ Torbay Visual Impairment service based at WESC Exeter (Rosey James etc). ➤ Hazel Sutherland - Advisory Teacher Hearing Support Team-Torbay. ➤ Dr Lee Fullwood – Advisory Teacher Hearing Support Team – Torbay ➤ Catherine Young - Advisory Teacher For Deaf and Hearing Impaired Children and Young People Babcock LDP ➤ Occupational Therapy Children's Integrated Services (Inclusion, Emotional Health and Disability) - John Parkes Unit. ➤ Philippa Lower, Orthoptist, Orthoptic Department, Ophthalmology, Torbay General Hospital ➤ Physio Therapy Children's Integrated Services (Inclusion, Emotional Health and Disability) - John Parkes Unit. ➤ Paul Leach – Designated Clinical Officer SEND for Torbay. ➤ Carol McManus- ASC Assessment Team. ➤ Tracy Morrison SENDCo MTS. ➤ Dr Richard Tozer - Consultant Paediatrician - Lead for CFS/ME - Named Doctor for Safeguarding Children. ➤ Emma Walton – Riviera Tuition ➤ Caroline Tully, Independent Careers and University Adviser ➤ Other relevant health and social care professionals. |
| <p>Medical register</p> | <ul style="list-style-type: none"> ➤ The School Nurse is now responsible for the Medical Register and supporting those with medical needs. This was partially handed over in Spring 2020 and then fully in September 2020. |
| <p>What support does the school get from health visitors/school nursing?</p> | <ul style="list-style-type: none"> ➤ The School Nurse liaises with all health professionals as appropriate. |