



## SEND Information Report 2025 - 2026

An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



### Our Values

### How will we succeed?



#### Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

#### Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

#### Collaboration

- build **trust**
- build **strong relationships**
- be **stronger together**



## Statement of Intent

At Tor Bridge High we want all our students to be adults who can advocate for themselves, contribute and strengthen their communities and make the world a better place.

The Tor Bridge High values that underpin all our actions and behaviours are:

- Courage
- Love
- Ambition

We encourage all students through our rewards, assemblies, and curriculum to always show these values. We want all students to develop the courage to face personal challenges in a positive way and challenge any discrimination that they may experience in their lives. This is even more important for disabled/SEND students. We want all students to love themselves and each other by working on themselves so that they develop high self-esteem, love others, assume good will and be kind to all people. Finally, we want all students to be ambitious to achieve at the highest level and not be limited by any additional needs that they may have.

Tor Bridge High will educate them to be accepting of their SEND/disabled identity and develop personal agency (being able to speak up for themselves), to secure any adjustments that will help them to manage their lives as a as a disabled adult.

For further information, please see Tor Bridge High SEND policy available in the SEND section of the school website.

### Adaptive Provision at Tor Bridge High

There are four hubs within the school where we provide students learning or development that is 'additional to, or different from' the mainstream school. These areas are:

- **Academic Hub** - supporting SEND students in their cognition & learning, physical and sensory disabilities and communication & interaction, social, emotional, mental health needs and speech and language needs.
- **Ambition Hub**  
To reduce the need for external alternative provision.
- **Attendance Hub** - supporting SEND students to achieve high attendance and engage with the mainstream curriculum,
- **Pastoral Hub** - supporting relationships and social skills, emotional literacy, mental health to help students develop self-regulation skills.
- **Safeguarding Hub** - supporting students who are SEND who at risk of harm as guided by Keeping Children Safe in Education 2025.

*It is advisable to copy the SEND Administrator, Student Services or the Safeguarding Coordinator into emails in relation to the Adaptive Provision Hubs*

## Contact Details

Special Educational Needs Coordinator (SENCO)

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	SEND/Safeguarding Administrators Debra Cassidy and Keira Grainger <a href="mailto:tbh-send@torbridge.net">tbh-send@torbridge.net</a>
Staff member with overall responsibility for pupils with Medical Needs	Isla Walter lwalter@torbridge.net
SEN Governor	Kady Steel <a href="mailto:governance@tedwraggtrust.co.uk">governance@tedwraggtrust.co.uk</a>
Where is the Local Authority's Local Offer published?	Plymouth Local Offer explains the support and services that are available for children and young people with special educational needs and disabilities (SEND) aged 0 to 25 years. There is a link below and in the Tor Bridge High SEND Policy <a href="#">Plymouth Local Offer</a>
Plymouth Graduated Approach to Inclusion website	<a href="https://plymouthgati.co.uk">https://plymouthgati.co.uk</a>
Contact details for support services for parents of pupils with Special Educational the Local Offer explains the support and services that are available for children and young people with special educational needs and disabilities (SEND) aged 0 to 25 years. Needs.	Plymouth Information and Advice Service for SEND families ( <a href="#">PIAS</a> ) also contains useful information for parents/carers of SEND Student.

## Implementation

Questions	School Response										
What kinds of special educational needs are provided for at Tor Bridge High?	<table border="1"> <thead> <tr> <th>Area of Need</th> <th>The range of needs at Tor Bridge High</th> </tr> </thead> <tbody> <tr> <td><b>Cognition &amp; Learning</b></td> <td>Dyslexia Dyscalculia Dyspraxia Moderate learning difficulty</td> </tr> <tr> <td><b>Communication &amp; Interaction</b></td> <td>Autism Sensory Processing Difficulties/Disorder Tourette's Syndrome Speech &amp; Language Needs</td> </tr> <tr> <td><b>Physical and/or Sensory Needs</b></td> <td>Cerebral Palsy Muscular Dystrophy Hearing Impairment Visual Impairment</td> </tr> <tr> <td><b>Social, Emotional and Mental Health Needs</b></td> <td>Anxiety Attention Deficit Hyperactivity Disorder (ADHD) Attachment related needs Depressive conditions Traumatic experiences</td> </tr> </tbody> </table>	Area of Need	The range of needs at Tor Bridge High	<b>Cognition &amp; Learning</b>	Dyslexia Dyscalculia Dyspraxia Moderate learning difficulty	<b>Communication &amp; Interaction</b>	Autism Sensory Processing Difficulties/Disorder Tourette's Syndrome Speech & Language Needs	<b>Physical and/or Sensory Needs</b>	Cerebral Palsy Muscular Dystrophy Hearing Impairment Visual Impairment	<b>Social, Emotional and Mental Health Needs</b>	Anxiety Attention Deficit Hyperactivity Disorder (ADHD) Attachment related needs Depressive conditions Traumatic experiences
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What are the policies for identifying children with SEND and assessing their needs?	Tor Bridge High works hard to ensure that students are accurately identified and that any barriers to a student accessing their learning are addressed in order for all students to have equitable access to the curriculum.										
	Tor Bridge High works in partnership with parents, teachers, and individual students to identify needs; we work closely with partners such as the Educational Psychology Service, Communication and Interaction Team and NHS to support the identification processes.										
	How the school knows a child needs extra help										
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<b>Subject Teachers</b>	Are responsible for monitoring the progress of students. This happens during each lesson, in mid-term assessment, end of cycle assessments. If a student is not making progress the teacher refers to the Adaptive Provision team who carry out further screening and assessment.
<b>Diagnostic Screening</b>	All students are tested on entry to the school for their Reading and Language skills through the New Group Reading and Language Link screening tests. Some targeted students may also have an Exact literacy assessment.
<b>Attendance Data</b>	Low attendance of students can indicate a barrier to learning and attendance data is checked daily by the Attendance Hub team.
<b>Behaviour Data</b>	The Pastoral Hub regular monitors behaviour data and would raise a concern for children whose behaviour is impacting on their own learning or the learning of others.
<b>End of Term Reports</b>	A student's school report can show patterns that indicate a student is experiencing difficulties that may need some more targets support. The Academic Hub will carry out further exploration to see what barriers there are and what needs to be in place to remove these.
<b>Student Voice</b>	We put children at the heart of everything we do and when a student shares with staff that they are finding learning or the social and emotional environment is tricky we listen to them and work with them to understand them and make recommendation to teachers through the Student Passport.
<b>Parent/Carer</b>	We work in partnership in parents/carers and respond to the concerns that they raise. We may hold a meeting or request more information from teachers if a concern is raised.
<b>External Agencies and Partners</b>	Partners such as the NHS, CAMHS, Educational Psychology Service contact the school with - diagnosis, information, or recommendations that indicate a student may need more support

### **Example of how a student's individual needs are assessed using the graduated approach.**

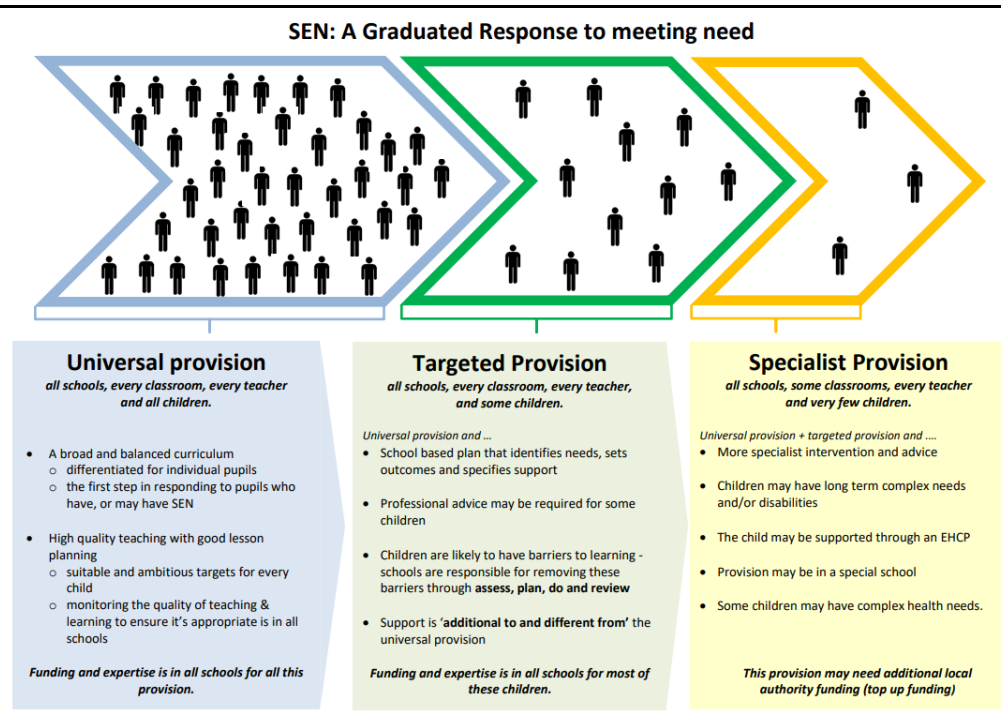
#### **Tor Bridge High Graduated Approach**

- When a concern is raised by a class teacher or a parent, we follow the Plymouth Graduated Approach to Inclusion (GATI) this could involve some or all the following:
- Graduated Approach Checklists on the four areas of need are sent to teachers.
- TWT Identification of Needs document is referred to
- Student Voice is carried out to explore the students' feelings about school and we listen to students when they say they are struggling and work with them to reduce
- Parent/carers voice information is requested and 'team around me' TAM meetings are put in place.
- Classroom observations can be carried out.
- We review attainment, behaviour, and attendance records through the School Robin
- Diagnostic screening that produces standardised scores such as Reading, literacy, numeracy, or language tests are evaluated.
- Exam Access Arrangements Assessor may carry out further assessments.
- The student may be discussed at EP Planning meeting

In addition to this teacher all have coaching drop-ins every two weeks and this enables coaches and leaders to identify students who may be struggling to access the learning in a specific classroom.

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<p><b>How does Tor Bridge High evaluate the effectiveness of the provision for children with SEND?</b></p>	<p>The majority of SEND needs are supported in the mainstream classroom supported by ordinarily available provision implemented by classroom teachers. Individual teachers will monitor this; curriculum leaders and members of the senior leadership teach.</p> <p>There are three assessment cycles every year and when these take place teachers and leaders will compare the progress of individuals against the rest of the year group.</p> <p>When a student is identified as having needs that are additional to or different from the planned curriculum, more targeted intervention is put in place. This intervention is usually short-term (6-18 weeks.) There is a baseline assessment at the start of an intervention and then again at the end. By doing this the school can evaluate the effectiveness of the support. Depending on whether the intervention has made an impact or not, the provision may be continued, discontinued, used as evidence for external agencies to secure more help.</p> <p>These interventions are known as provisions and any student who has additional provisions or reasonable adjustments will have a Student Passport. On Class Charts.</p> <p>There will also be regular meetings with a parent/carer, student, and other relevant people to assess goals or outcomes that were set the previous term. For students who have an Education, Health, and Care (EHC) plan they will also have the outcomes on the EHC plan evaluated and reviewed annually.</p>
<p><b>What are the arrangements for assessing and reviewing children's progress towards outcomes?</b></p>	<p>Tor Bridge High believes that working collaboratively in partnership with parents and carers is in the best interests of all children at the school. Therefore, we invest in building positive working relationships from the year 6 transition from the time that they leave the school in Y13.</p> <p>The first point of contact for all students is the child's tutor, followed by members of the Adaptive Provision team (Head of Year, Academic or Pastoral Hub staff). The school formally communicates with parents/carers in a range of ways:</p> <ul style="list-style-type: none"> <li>• Reports on attendance and attainment are sent out three times a year following every learning cycle.</li> <li>• Parent/Carer Evenings for each year group</li> <li>• SEND Reviews/Team Around Me (TAM)/Team around the Family (TAF) Meetings</li> <li>• Annual Reviews</li> <li>• SEND Parent/Carer Drop-Ins</li> </ul>

**What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?**



A student's journey through their education is a process that happens over many terms and years. It starts with the teacher planning ways to adapting the learning in the classroom. If the student does not make progress because of universal provision, more targeted provision with will put in place. If the student still does not make progress more specialist provision will be implemented.

The National Curriculum states that all students including disabled students (SEND) need to receive a relevant broad and balanced curriculum; where the teacher is continually learning about each student and developing themselves through coaching and other professional development so that they become expert in adapting the learning.

We expect teachers to believe that all students can succeed and because of this always have the highest expectations of students. Furthermore, we want our teachers to be proactive in their use of the graduated approach to identify issues and remove potential barriers. They do this through their planning, assessing, and monitoring of progress.

Inclusion happens in classrooms; we do this by:

- teachers delivering carefully planned lessons,
- well-structured lessons
- consistent classroom routines
- Intentional seating placement to accelerate progress
- lessons sequenced in a way which enables the learning to move into a student's long-term memory through lesson retrieval practice,
- teacher instruction that gives clear explanations of concepts to students
- teachers modelling how to apply what is being learnt
- Scaffolded independent work happens which is scaffolded with support when required
- pre-teaching of key vocabulary
- providing lots of opportunities for pair talk and oracy
- regular check-ins with students to ensure they understand
- questioning students in a way that builds success and confidence

Students we identify as having additional needs may be allocated with a key worker or Learning Champion.

Teachers will also read and act upon advice in the Student Passport, the Adaptive Provision team, external agencies such as the NHS or Educational Psychology Service.

Provision	What this looks like in practice
<p><b>Universal Provision - Adaptive teaching that is ordinarily available in every classroom.</b></p> <p>All students will receive this provision, over 85% of students will not need any further intervention.</p>	<p><b>Adaptive Teaching</b></p> <ul style="list-style-type: none"> <li>• Lesson Entry Routines that make students feel loved, valued and that they matter</li> <li>• Lesson Exit Routine that recognises individuals and their specific needs.</li> <li>• The learning environment being calm to maximise student attention</li> <li>• Transitions in lessons supported by '3,2,1 Countdown' to help students to be prepared for what is coming up next.</li> <li>• Teachers explicitly teaching vocabulary</li> <li>• Preparing for independent learning, by 'I do, we do, you do,' scaffolding to create a 'Strong Start' where students feel confident to work on their own.</li> <li>• Teacher 'Circulation' to check in on students, give live feedback and support students' academic, social and emotional development.</li> <li>• Routines for Reading that support students to be guided and supported when reading text.</li> <li>• Language friendly explanations that are clear because teachers plan to explain abstract concepts in concrete ways, using dual coding, signs, symbols, or images.</li> <li>• Teachers show students how to create exceptional pieces of work by modelling excellent work or providing sentence starters and success criteria.</li> <li>• Teachers ensuring that all children can access the content by checking for listening.</li> <li>• Regular checks for understanding using mini-whiteboards, paired talk or questioning.</li> <li>• Strategies for building confidence and self-esteem and success as a learner through choral responses, 'all hands up,' or 'cold calling, which has been planned to meet SEND needs.</li> <li>• Resources that support learning such as key words and their meanings.</li> </ul>
<p><b>Targeted</b></p> <p>Less than 15% of students will have an individualised Student Passport and/or intervention.</p>	<p><b>Individual and Year Group Provision Planning</b></p> <ul style="list-style-type: none"> <li>• Targeted provision is additional to or different from high quality teaching within the classroom. This only happens after an assessment of need has been completed.</li> <li>• It is short term (usually between 6 - 18 weeks)</li> <li>• It lasts between 10-60 minutes and is carried out by trained adults who follow a plan, so that the intervention is standardised.</li> <li>• There is a clear entrance and exit strategy where progress is tracked carefully and reviewed regularly.</li> <li>• The adults delivering the intervention continually, make links back to classroom learning. "You can use this skill in a lesson when...," "When you feel xxx you can...," "This will help you to..." <ul style="list-style-type: none"> <li>▪ The intervention could relate to: <ul style="list-style-type: none"> <li>▪ Speech and language needs</li> <li>▪ Social skills</li> <li>▪ Emotional Skills</li> <li>▪ Literacy</li> <li>▪ Numeracy</li> <li>▪ Mental health support</li> </ul> </li> </ul> </li> </ul>

<b>Specialist</b> Less and 5% of students will access specialist support which implements provision recommended in an EHCP	<ul style="list-style-type: none"> <li>• This provision is for an exceedingly small minority of students, often with an EHCP.</li> <li>• This provision will be developed in conjunction with external professionals, (Educational Psychologist, Specialist Teachers, Speech and Language Therapists, CAMHS).</li> <li>• Most of the learning continues to take place in the classroom but includes some adaptations to the curriculum to support specific outcomes on an Education, Health and Care Plan (EHCP).</li> </ul>
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**What additional support for learning is available to pupils with special educational needs?**

Parents or carers may have seen or heard the phrase ‘Assess, Plan, Do, Review’. This describes the process of identifying needs, and then coming up with a plan with parent/carer and sometimes other professionals. This is usual done in a Team Around Me, (TAM) or Early Help Assessment, (EHA). We plan, carry out an intervention and then review this plan to see if this has accelerated the progress of the student.

Stage in the process	What could happen
<b>Assess</b>	<p>Student/Parent/Carer Give their views.</p> <p>Graduated approach ‘quick-checkers’ completed by teachers.</p> <p>Diagnostic testing happens (Exact, SNQ, EAA suite)</p> <p>Advice is sought from wider group of professionals such as Educational Psychologist, CAMHS, Occupational Therapists etc.</p>
<b>Plan</b>	<p>A member of the Adaptive Provision team, teacher or other qualified professional meets with the child and their parents to agree interventions, support and expected outcomes.</p> <p><i>Please note we only recommend one intervention running at a time so that can be monitored and reviewed in a systematic way.</i></p>
<b>Do</b>	<p>The plan is put into place and the students tutor and subject teachers are responsible for checking whether the plan is working in their lesson.</p> <p>Specialist equipment such as writing slopes, reader pens, pencil grips, laptops could be put in place.</p>
<b>Review</b>	<p>There will be another meeting held to decide whether the plan that has been put in place has been successful or whether it needs to be adapted during the next cycle.</p> <p><i>Please note that each cycle is usually around 6-18 weeks depending on the individual needs of the students.</i></p>

**How are children with SEND enabled to engage in activities available with**

All staff are committed to promoting the involvement of all students in all aspects of the curriculum including activities outside the classroom. Where there are concerns about student safety and access, individual needs are considered.

Sometimes we take advice from parents/carers, occupational therapists or other external partners.

<p>children in the school who do not have SEND?</p>	<p>A full risk assessment is always carried out prior to planned school trips to prioritise the access for all and safety for all children.</p> <p>When it is needed, additional staffing is put in place to support with trips.</p> <p>Tor Bridge High also encourages students with SEND to access enrichment and extra-curricular activities.</p> <p>We encourage students in all years to show the courage to always try new things.</p>
<p>What support does the school provide for improving emotional and social development?</p>	<p><b>Promoting Physical Health and Mental Wellbeing</b></p> <p>At Tor Bridge High we want to educate young people so they develop their own coping strategies which will enable them to be resilient and productive adults who contribute to their communities. We believe that teaching pupils about their physical and mental health and demonstrating the link between the two, will provide them with the knowledge and skills to monitor their own health and wellbeing and the agency to ask for help when needed.</p> <p>This education takes place in Health and Wellbeing and PSHE lessons, assemblies, small groups and in a 1:1 situation. To support students and their families, we signpost or refer to external agencies such as:</p> <ul style="list-style-type: none"> <li>• The School Nursing Service</li> <li>• The Children’s Society</li> <li>• The Zone</li> <li>• Mental Health Support Team (MHST)</li> <li>• Young Devon</li> <li>• CAMHS</li> <li>• Kooth</li> <li>• Jeremiah’s Journey</li> <li>• Pete’s Dragons</li> <li>• First Light</li> </ul> <p>We also show our students lots of love. We get to know them well and have many opportunities throughout the day for a student to be noticed and give help and support.</p> <p>All students are expected to practice their social skills throughout their day, and adults encourage them to respond.</p> <p>The school has implemented a whole school mental health strategy focused on creating a sense of belonging for every student and supporting students to re-regulate.</p> <p>We have an enhanced transitions programme that is focused on the SEND areas of need, and we aim to get to know our SEND learners well before they join the school. In addition to this all Y7 student receive an extended transition at the start of term.</p> <p>There is a pastoral tutor programme that explicitly teaches social skills and strategies to cope with any challenges in life.</p> <p>For targeted students there may be adaptive provision support and plans, values or social skills contracts in place to help a student have better engagement with the school community.</p>

We have a number of mental health first aid, emotional logic and STORM/ASSIST trained staff who can assess and support students with their mental wellbeing.

### **Anti-discriminatory practice and Anti-Bullying**

Tor Bridge High recognises that disabled young people are a group that often need early help and support since they are at four times more likely to be abused and/or discriminated against.

Tor Bridge High school values of courage, love and ambition spearhead the themes we teach in the social, moral and cultural curriculum and therefore this is promoted through our assemblies and tutor presentations on the themes below:

- Disability Equality
- Ableism
- Neurodiversity
- Anti-bullying
- Protected characteristics

Tor Bridge High staff also receive training in all these areas. The Tor Bridge High Relationships and Behaviour for Learning Policy and Anti-bullying policies explain in detail how acts of ableism and discrimination are dealt with. We aim to deal with any incidents of ableism or discrimination swiftly through education and/or sanction.

**What expertise and training do staff have to support children with SEND and how is specialist expertise secured?**

We are part of Ted Wragg Trust and as such this gives all staff at the school the opportunity to share good practice from each other. There is a SEND focus in all staff training and briefings and adaptive teaching is taught weekly through coaching, deliberate practice and Adaptive Provision briefings.

Leaders' visits to lessons and the coaching drop-ins, enable leaders in the school to identify training needs.

Tor Bridge High works closely with the Educational Psychologist to plan and deliver training to increase expertise.

We work closely with external agencies to support staff training and development of expertise.

To ensure the most positive outcomes of all children is to build a wider range of expertise in the school.

Partners who provide more specialist expertise include:

- Communication and Interaction Team (CIT/CITEY)
- NHS Speech and Language Therapists (SaLT)
- The Educational Psychology Service
- School Nursing Service
- Child Development Centre
- Multi-Agency Support Team (MAST)
- Child and Adolescent Mental Health Service (CAMHS)
- Education Engagement Officer
- NSPCC
- Barnardo's
- Children's Social Care

- Plymouth Information Advise and Support Service (PIAS)
- Jeremiah's Journey
- Hidden Harm
- Young Devon

**How do we secure the equipment and facilities needed to support pupils with SEND?**

The SENDCo oversees the SEND budget and commissions services when there are specific needs identified.

We work closely with Occupational Therapists and acting on advice from them, several pupils have access to learning aids such as ergonomic pens, pencil grips, wobble cushions or fidget toys. Other pupils have been enabled to access the curriculum through assistive technology which enables speech to text and text to speech.

Tor Bridge High is wheelchair accessible with a ramp, lifts throughout the building, accessible toilets in every area and accessible changing room with a shower. There is an Accessibility Plan in place.

If there is no funding in place, we apply to Plymouth City Council, Decision Making Group for additional funding to help a student secure better outcome.

### **Access Arrangements**

Some students may need additional support in their exams. Diagnostic testing such as GLA Exact and Exams Access Arrangements Tests testing is used to assess whether a student needs any exam concessions.

If the school needs to apply for exam concessions, decisions about these, will be made in conjunction with the named EP for the school.

Any access arrangements that are put in place must be the student's normal way of working and therefore this means that the arrangements have been used during their time at the school.

The use of exam concessions will be monitored during every assessment window. If a student has an exam access arrangement that they don't use, their parent/carer will be informed in writing that the concession is no longer needed. This should be viewed as a positive development for the student because they are demonstrating increased levels of resilience and independence in their assessments and examinations.

### **Accessibility**

All areas around Tor Bridge High site is accessible for students, staff or parent/s or carer/s who are physically disabled.

Lessons are made accessible by a wide range of aids such as:

- Laptops
- iPads
- Screen readers
- Sloping desks
- Overlays
- Large print
- Easy read materials
- Coloured paper
- Adult support
- Reading pens

## The Curriculum

All students follow the National Curriculum for England; there are some adaptations to support better progress in literacy and numeracy.

There are adaptations to the curriculum made for students in all year groups.

### Year 7:

- Tutor groups taught by English teachers and English lesson 1 so that there is a literacy focused start to the day.
- The tutorial guided reading programme exposes students to unfamiliar words three times a week
- Sparx Reader, Sparx Math and Sparx Science programmes that teach basic skills is part of home-learning.
- Targeted students receive literacy intervention.
- A small number of students receive additional literacy and numeracy tutoring, precision teaching and paired reading to support

### Year 8:

- The tutorial guided reading programme exposes students to unfamiliar words three times a week
- Sparx Reader, Sparx Math and Sparx Science programmes that teach basic skills is part of home-learning.
- Targeted students receive literacy intervention.
- A small number of students receive additional literacy and numeracy tutoring, precision teaching and paired reading to support basic skills development
- Lexia literacy programme as part of our targeted provision.

### Year 9:

- The tutorial guided reading programme exposes students to unfamiliar words three times a week
- Sparx Reader, Sparx Math and Sparx Science programmes that teach basic skills is part of home-learning.
- Targeted students receive literacy intervention.
- A small number of students receive additional literacy and numary tutoring, precision teaching and paired reading to support
- Lexia Literacy programme as part of our targeted provision.

### Year 10

- Smaller group teaching English and maths
- Employability and vocational learning opportunities including Kings Trust Qualification alongside functional skills learning.

### Year 11

- Smaller group teaching English and maths
- Employability and vocational learning opportunities including Kings Trust Qualification alongside functional skills learning.

**How do we consult with the parents of children with SEND and involve them in their**

At Tor Bridge High we aim to work collaboratively and in partnership with parents/carers so that these relationships have a positive impact on a young person's education.

We understand that a parent/carer has the greatest knowledge of what will help their child and all staff at the school will listen to what a parent/care is telling them, and we will work together to develop solution that will work in a mainstream secondary school.

<p><b>child's education?</b></p>	<p>Daily opportunities are provided at the end of the school day for a parent or carer to speak to a member of staff. Appointments can be made with a tutor or a member of the Adaptive Provision team.</p> <p>To continually improve our practice and provision we welcome regular feedback from both students and their parent/carer</p> <p>There are several ways that we gather parent voice, which include:</p> <ul style="list-style-type: none"> <li>• Phone calls</li> <li>• Meetings</li> <li>• Questionnaires</li> <li>• Parent Support Groups</li> <li>• Surveys</li> <li>• Student check-ins</li> </ul> <p>We welcome hearing from parent/s or carer/s, and we will regularly audit our student and parent/carer feedback to ensure that all groups are represented</p>
<p><b>How do we consult with children with SEND and involve them in their education?</b></p>	<p>The students at Tor Bridge High are at the heart of everything we do, and we include and involve them in all aspects of their education.</p> <p>Every term they can feedback on different themes as part of the tutorial programme. There are also student voice meetings as part of the internal and external quality assurance processes within the Tor Bridge High.</p> <p>If a student is experiencing barriers to learning a member of the Adaptive Provision team will meet with them to try and understand these barriers. For children with SEND who find it hard to process language we use a range of strategies such as pictures, ranking exercises, comic strip activities to enable them to share their thoughts, feelings, ideas, and solutions.</p> <p>Students who have an EHC plan can be fully involved with any TAM, Interim or Annual Reviews including who they would like to attend the meeting, contributing at the meeting or completing their views for the report.</p>
<p><b>What are the school's arrangements for handling complaints from parents of children with SEN about provision?</b></p>	<p>We love to hear compliments, comments, and complaints from parents. Feedback enables Tor Bridge High to continually improve and achieve our mission to transform lives, strengthen communities and make the world a better place.</p> <p>We believe that working together in partnership is the best way to resolve a concern or complaint; therefore, we encourage a parent or carer with a concern or complaint to contact the SENDCo team on <a href="mailto:TBH-SEND@torbridge.net">TBH-SEND@torbridge.net</a> or on 01752 207886 where a member of the team will speak to you about your concern and make an appointment with the SENDCo.</p> <p>A meeting is usually arranged to discuss a concern, so that we can all work together to develop solutions that everyone is happy with.</p> <p>A parent or carer can make a formal complaint using the <a href="#">Ted Wragg Trust Complaints Policy</a></p>
<p><b>How do we involve outside agencies in meeting children's</b></p>	<p>Tor Bridge High has developed strong relationships with outside agencies including the Educational Psychology Service, Speech, and Language Service and CAMHS.</p> <p>These agencies provide valuable information that helps all staff to understand a student's needs. The also attend meetings and contributes to the 'team around me' process.</p>

<p><b>SEND and supporting their families?</b></p>	<p>For young people who are in care and have SEN, Tor Bridge High will work collaboratively with Plymouth/Devon/Torbay and Cornwall Virtual Schools to champion all care-experienced children and young people. We help them to develop courage in the school setting to believe they can be successful, love coming to school and set ambitious goals for their futures.</p>
<p><b>How will children be supported when moving to a new class or when joining or leaving the Academy?</b></p>	<p>At Tor Bridge High we understand the importance of carefully planned transitions which enable students to move into the school or a new year group successfully. Tor Bridge High is involved in the Citywide transitions project for Y6 students across the city. In addition to this, the school provides Y6 enhanced transitions sessions based on the four areas of need. We also place an emphasis on supporting parents to make the transition from working in partnership with the primary to working in partnership with the secondary school.</p> <p>Disabled (SEND) students can find a wide range of transitions challenging, therefore we consider both micro and macro transitions in this school.</p> <p>Micro Transitions - These are small changes throughout the course of a day or week.</p> <ul style="list-style-type: none"> <li>• School line-ups enable students to transition from the home to the school environment. Our line-ups are a positive start to the day. We calm the children down, praise them and get them ready for a calm learning environment.</li> <li>• Teacher thresh-holding gives all members of the class a positive interaction with their teacher and prepare for the expectations in the classroom.</li> <li>• The use of 3, 2, 1 countdown in lessons helps SEND students to prepare for each part of the lesson.</li> <li>• The teacher explaining the learning outcomes supports students into transitioning into new learning.</li> <li>• Finally, at the end of the lesson, the teacher helps their class to get ready for their next lesson by giving them messaging about the school expectations before they leave the class.</li> </ul> <p>Macro transitions - these are big changes at the end of a term, year or Key Stage</p> <ul style="list-style-type: none"> <li>• Teachers may give students advance warning of changes to a seating plan.</li> <li>• Timetables may be sent in advance of other students to give longer periods of process time.</li> <li>• A TAM/TAF meeting may happen to help a student to prepare for a change such as moving school.</li> <li>• There are additional meetings and parents drops for specific transition points such as options for KS4 or KS5.</li> </ul>
<p><b>Where can I find out more information regarding on the services available for children with special educational needs or disabilities?</b></p>	<p>Further information about services for children are available on Plymouth City Council online directory <a href="#">Plymouth POD</a></p> <p>Plymouth Information and Advice Service for SEND families (<a href="#">PIAS</a>) also contains useful information for parents/carers of SEND Student.</p> <p>Another website that parents/carers may find useful is <a href="#">IPSEA</a> which is an independent organisation that can help disabled children and their families to understand SEND law.</p>

Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?

In the first instance a conversation with your child's tutor will always be helpful and they can pass any concerns on to subject teachers.

You could also talk to your child's subject teacher/s who see your child in the learning environment and can implement any suggestions that you may have.

Your child's Head of Year takes a holistic view of your child. The Head of Year team is part of the Adaptive Provision team supporting students with additional needs.

The Pastoral Hun and Academic Hubs work closely together to put plans and Student Passports in place to help teachers meet their needs.

Role	Contact Details	About the role
<b>Attendance Hub - <a href="mailto:Attendance@torbridge.net">Attendance@torbridge.net</a></b>		
Student Services	<a href="mailto:tbh-studentservices@torbridge.net">tbh-studentservices@torbridge.net</a>	<ul style="list-style-type: none"> <li>Administrative Support</li> <li>Attendance data monitoring</li> <li>First Aid</li> </ul>
Family Link Worker (SEND): Christine Martin	<a href="mailto:cmartin@torbridge.net">cmartin@torbridge.net</a>	<ul style="list-style-type: none"> <li>Attendance Home visits</li> <li>Casework</li> <li>MAST EP</li> <li>Safeguarding</li> </ul>
Family Link Worker (Legal)	<a href="mailto:Lparkin@torbridge.net">Lparkin@torbridge.net</a>	<ul style="list-style-type: none"> <li>Attendance Home visits</li> <li>Legal Casework</li> <li>Administration legal process</li> <li>Safeguarding</li> </ul>
Attendance & Engagement Safeguarding Officer Leisha Pentlow	<a href="mailto:lpentlow@torbridge.net">lpentlow@torbridge.net</a>	<ul style="list-style-type: none"> <li>Transitions back to learning and school</li> <li>Home visits</li> <li>Case work</li> <li>Safeguarding students on caseload</li> <li>Leading back to school plans through the Transition Classroom.</li> <li>Undertake TAMs with relevant students.               <ul style="list-style-type: none"> <li>Learning Champion</li> </ul> </li> </ul>
Director of Attendance & Engagement	<a href="mailto:rdavison@torbridge.net">rdavison@torbridge.net</a>	<ul style="list-style-type: none"> <li>Attendance Strategy</li> <li>Personal Development Strategy</li> <li>Communication Strategy</li> </ul>
<b>Academic Hub - <a href="mailto:tbh-send@torbridge.net">tbh-send@torbridge.net</a></b>		
Academic Hub Intervention Coordinator (SEND Admin and Student Medical Needs)	<a href="mailto:TBH-SEND@torbridge.net">TBH-SEND@torbridge.net</a> 01752 207886	<ul style="list-style-type: none"> <li>SEND enquiries</li> <li>SEND staff diaries</li> <li>SEND Annual Review and TAM coordinator</li> <li>Medical needs register</li> <li>First Aid across the school.</li> <li>Liaise with external agencies such as NHS, CAHMS for awareness raising and student support.</li> </ul>
Student Targeted Intervention Leader including Operational Designated Teacher for Children in Care (Acting)	<a href="mailto:Kroberts@torbridge.net">Kroberts@torbridge.net</a>	<ul style="list-style-type: none"> <li>Care experienced children (CEC)</li> <li>Students with English as an additional language (EAL)</li> <li>Young Carers, asylum seekers and refugees</li> <li>Counselling</li> <li>TAM meetings SEMH needs</li> <li>Whole school MH Awareness</li> <li>Learning Champion</li> </ul>
Speech & Language Provision Leader: Marina Breed	<a href="mailto:mbreed@torbridge.net">mbreed@torbridge.net</a>	<ul style="list-style-type: none"> <li>Speech &amp; Language Provision Leadership and part of school and Academic Middle Leadership Team</li> <li>Communication &amp; Interaction Needs - Language</li> <li>Developmental language delay (DLD) including training</li> <li>Diagnostic Testing for SLCN</li> <li>Referrals to Speech and Language Service</li> <li>Outreach TAMs for students with SLCN</li> <li>Learning Champion</li> </ul>

Deputy Speech & Language Provision Leaders: Lisa Coles	<a href="mailto:lcoles@torbridge.net">lcoles@torbridge.net</a>	<ul style="list-style-type: none"> <li>• Deputise for Speech &amp; Language Provision Leader</li> <li>• Precision Teaching</li> <li>• Social Skills</li> <li>• Safeguarding Speech and Language Students</li> <li>• Outreach TAMS students with SLCN needs</li> <li>• Learning Champion</li> </ul>
The Study Coordinator: TBC		<ul style="list-style-type: none"> <li>• Oversee the running of the Study</li> <li>• Monitor the students using the Study</li> <li>• Liaise with staff and leaders about students accessing the study.</li> <li>• Ensure curriculum access to the Study for all students timetables there.</li> <li>• Carry out TAMS after school for relevant students.</li> <li>• Safeguard students.</li> <li>• Learning Champion</li> </ul>
The Retreat Coordinator Rose Bralsford	<a href="mailto:rbralsford@torbridge.net">rbralsford@torbridge.net</a>	<ul style="list-style-type: none"> <li>• Oversee the 'Retreat' sensory space.</li> <li>• Timetable students into the space</li> <li>• Utilise emotional logic to enable students to cope more effectively with the school environment.</li> <li>• Carry out TAMS after school for relevant students.</li> <li>• Safeguarding students</li> <li>• Learning Champion</li> </ul>
Outdoor Learning Coordinator; Kim Cook	<a href="mailto:kcook@torbridge.net">kcook@torbridge.net</a>	<ul style="list-style-type: none"> <li>• Forest School/Science Garden</li> <li>• Precision Teaching Maths</li> <li>• Monitor student use of the Welcome Desk</li> <li>• Learning Champion</li> </ul>
KS4 Employability/ Work Related Learning Coordinator	<a href="mailto:nreed@torbridge.net">nreed@torbridge.net</a>	<ul style="list-style-type: none"> <li>• King's Trust Curriculum including verification of portfolios</li> <li>• Support teachers and HLTAs to deliver relevant modules in Princes Trust/AQA</li> <li>• Oversee AQA Unit Awards</li> <li>• Functional Skills</li> <li>• Learning Champion</li> </ul>
Enhanced Teaching Assistant/SEND Enrichment Coordinator: Jo White	<a href="mailto:jwhite@torbridge.net">jwhite@torbridge.net</a>	<ul style="list-style-type: none"> <li>• Specialist TA Support</li> <li>• Welcome Desk</li> <li>• SEND Family Learning</li> <li>• Enrichment Opportunities for Disadvantaged Students</li> <li>• Learning Champion</li> </ul>
Student Medical Needs Coordinator: Isla Walter	<a href="mailto:iwalter@torbridge.net">iwalter@torbridge.net</a>	<ul style="list-style-type: none"> <li>• Medical needs register</li> <li>• First Aid across the school.</li> <li>• Liaise with external agencies such as NHS, CAHMS for awareness raising and student support.</li> <li>• Learning Champion</li> </ul>
Exam Access Arrangements Assessor/ SENDCo: Sammi Hooper	<a href="mailto:shooper@torbridge.net">shooper@torbridge.net</a>	<ul style="list-style-type: none"> <li>• JCQ Exam Access Arrangements</li> <li>• Tor Bridge High Accessible Assessments Coordinator</li> <li>• Exact Assessments Monitoring</li> <li>• Liaise with Parents/Carers <ul style="list-style-type: none"> <li>• Ensure that all arrangements are accurately recorded and meet JCQ regulations.</li> </ul> </li> </ul>
Adaptive Provision Curriculum Leader Sam Morahan	<a href="mailto:Smorahan@torbridge.net">Smorahan@torbridge.net</a>	<ul style="list-style-type: none"> <li>• Strategic Provision Leader</li> <li>• Line Management of Adaptive Provisions (including Speech &amp; Language)</li> <li>• Designated Teacher for Children in Care</li> <li>• Internal Alternative Provision Leader</li> </ul>
Operational SENDCo (Extended SLT): Sarah Turner	<a href="mailto:sturner@torbridge.net">sturner@torbridge.net</a>	<ul style="list-style-type: none"> <li>• Line-Management of the Academic Hub</li> <li>• KS2/3 Transitions</li> <li>• Graduated Approach to Inclusion</li> <li>• EHCP and Annual Reviews</li> <li>• QA KS3 PEEPS and Personalised Plans</li> </ul>
DHT/Strategic SENDCo Ruth Golding	<a href="mailto:rgolding@torbridge.net">rgolding@torbridge.net</a>	<ul style="list-style-type: none"> <li>• SEND strategy</li> <li>• EHCP Annual Reviews</li> <li>• KS4-5 Transitions and preparation for adulthood.</li> </ul>
SEND Governor: Kadie Steel	<a href="mailto:governance@tedwraggtrust.co.uk">governance@tedwraggtrust.co.uk</a>	The SEND Governor ensures that SEND stays on the governing body agenda and provides a link between SEND provision in Tor Bridge High and the governing body.
<b>Pastoral Hub</b>		
Pastoral Manager	CPike@torbridge.net	<ul style="list-style-type: none"> <li>• Oversight of Triage, Reset and IS provisions</li> </ul>

Charmaine Pike		<ul style="list-style-type: none"> <li>• Host School placements</li> </ul>
Y7 Pastoral Leader Amanda Cretch	AmandaJCretch@torbridge.net	<ul style="list-style-type: none"> <li>• Year group relationships &amp; culture</li> <li>• Year 6/7 transitions</li> <li>• Level 3 safeguarding</li> </ul>
Year 8 Pastoral Leader Rich Tecza	RTecza@torbridge.net	<ul style="list-style-type: none"> <li>• Year group relationships &amp; culture</li> <li>• Level 3 safeguarding</li> </ul>
Year 9 Pastoral Leader Alice Cummings	ACummings@torbridge.net	<ul style="list-style-type: none"> <li>• Year group relationships &amp; culture</li> <li>• Level 3 safeguarding</li> </ul>
Year10 Pastoral Leader Jo Mellors	JMellors@torbridge.net	<ul style="list-style-type: none"> <li>• Year group relationships &amp; culture</li> <li>• Level 3 safeguarding</li> </ul>
Year11 Pastoral Leader Kirsty Broadhead	KBroadhead@torbridge.net	<ul style="list-style-type: none"> <li>• Year group relationships &amp; culture</li> <li>• Level 3 safeguarding</li> </ul>
Director of Behaviour Shelley Walker	Swalker@torbridge.net	<ul style="list-style-type: none"> <li>• Strategic Lead for Relationships &amp; Culture</li> <li>• Line Management Pastoral Leaders</li> </ul>
<b>Safeguarding Hub - <a href="mailto:safeguarding@torbridge.net">safeguarding@torbridge.net</a></b>		
Safeguarding Coordinator Keira Grainger	Safeguarding@torbridge.net	<ul style="list-style-type: none"> <li>• Safeguarding administration</li> <li>• Single point of contact for alternative provision</li> <li>• QA AP</li> <li>• CPOMS monitoring</li> </ul>
Operational Designated Safeguarding Lead Matt Jarman	MJarman@torbridge.net	<ul style="list-style-type: none"> <li>• Daily oversight of safeguarding</li> <li>• QA of safeguarding practice of the team</li> <li>• Represent Tor Bridge High at safeguarding meetings</li> </ul>
DHT/Strategic Designated Safeguarding Lead Ruth Golding	<a href="mailto:rgolding@torbridge.net">rgolding@torbridge.net</a>	<ul style="list-style-type: none"> <li>• Safeguarding Strategy</li> <li>• Supervisor</li> <li>• Staff Safeguarding Training</li> <li>• Safeguarding Assemblies</li> </ul>
Safeguarding Governor Sarah Swain Pope	<a href="mailto:governance@tedwraggtrust.co.uk">governance@tedwraggtrust.co.uk</a>	The Safeguarding Governor ensures that safeguarding stays at the top of the governing body agenda and provides a link between Safeguarding provision in Tor Bridge High and the governing body.
Plymouth Local Offer and Support		
Plymouth City Council Local Offer	<a href="#">Plymouth Local Offer</a>	The Local Offer explains the support and services that are available for children and young people with special educational needs and disabilities (SEND) aged 0 to 25 years in the Plymouth area.
Plymouth Graduated Approach to Inclusion website	<a href="#">Plymouth Graduated Approach to Inclusion (GATI)</a>	This website gives advice to families and schools in the best ways to support children with specific needs. It also provides resources that can be used with students.
Plymouth Information, Advice Support for SEND	<a href="mailto:pias@plymouth.gov.uk">pias@plymouth.gov.uk</a> <a href="#">PIAS</a> 01752 258933	Plymouth Information, Advice and Support for SEND (PIAS) provides information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area

## What has gone well this year?

Needs based enhanced transitions for students and their parents have supported students to settle into Tor Bridge High and feel an immediate sense of belonging.

We have held three SEND Parent/Carer Drop ins attended by a wide range of parent/carers for Y7 parents to support the transitions.

SEND Family Learning has run 3 sessions for families

15 Year 8 students achieved Articulatory Awards

Tor Bridge High has achieved Mental Health Bronze Charter Mark

In Year 7 speech and language needs have been identified and have been screened for Language needs using the Language Link diagnostic screening software.

46 students have had speech and language intervention with Ted Wragg Trust Speech and Language Team.

The attainment gap between SEN learners and their peers has been halved.

Coaching and Deliberate Practice demonstrates that teachers are adapting teaching more effectively.

Inclusion at Tor Bridge High happens in classrooms and through evidence-based intervention.

## SEND Glossary

<b>Academy</b>	An academy is a mainstream school which receives funding directly from the Government and is independent from direct control of the local authority. However, academies usually follow policy and procedures set by the local authority and work in partnership with them for students with SEND needs.
<b>Adapted Curriculum</b>	Children make progress at different rates and have different ways in which they learn best. Teachers take account of this when planning their lessons, organising the classroom and choosing books and materials. They are then able to choose from the range of available approaches and resources to select which best fits the aptitudes of the student
<b>Annual Review</b>	The review of an Education, Health & Care Plan. This must be completed within 12 months of making the Plan and then on an annual basis. An interim review will be held every six months for children in early years.
<b>Appendix</b>	A report completed by a professional for example, school, educational psychologist, therapist, during an education, health & care needs assessment. The information contained in the appendix is used to complete an Education, Health & Care Plan if one is issued.

<b>Areas of Need</b>	These are the four categories that are young people's SEND needs are sorted into. The four areas are: Cognition & Learning (CL), Communication & Interaction (CI), Physical & Sensory (PS) and Social, Emotional and Mental Health (SEMH).
<b>CAMHS</b>	Child and Adolescent Mental Health Service
<b>CBT</b>	Cognitive Behavioural Therapy - this is an approach that teaches people to manage their thoughts, feelings and behaviours.
<b>CIT</b>	Communication and Interaction Team
<b>CCG</b>	Clinical Commissioning Group( - this relates to the body that decides how health care funding is allocated in a local authority.
<b>CDC</b>	Child Development Centre
<b>CEC</b>	Care experienced children
<b>CIN</b>	Child in Need
<b>Cognitive Ability</b>	Thinking and reasoning abilities. A term often used by psychologists to describe a young person aptitude for language processing and problem-solving
<b>Comprehension</b>	Understanding of spoken or written material or practical situations.
<b>CoP</b>	Code of Practice - this means the SEND Code of Practice which is government legislation which sets out the expectations for meeting the needs of disabled students in schools.
<b>CSC</b>	Children's Social Care
<b>CYP</b>	Children and Young People
<b>DD</b>	Designated Doctor
<b>DfE</b>	Department for Education, the government department that develops education policy and funds schools.
<b>DD</b>	Developmental delay in reaching the normal stages of development, for example sitting or talking.
<b>DLD</b>	Developmental Language Delay in acquiring and using language
<b>Disability Champions</b>	Promote equality for disabled students.
<b>Expressive Language</b>	How a young person expresses ideas, thoughts and feelings through speech.
<b>Education, Health &amp; Care assessment</b>	A single, integrated assessment which replaces the current assessment process. The assessment process should be carried out in a 'timely' manner, and it should not take longer than 20 weeks to issue an EHCP
<b>EHCP</b>	Education, health and care plan, is a legal document that sets outcomes for a child to achieve over the course of their education. There is funding attached to an EHCP, that the school will use to pay for resources to support a young person.
<b>EA 2010</b>	The Equality Act 2010 legally protects people from discrimination in school, the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.
<b>EP</b>	Educational Psychologist
<b>EWO</b>	Education Welfare Office, employed by the LA to make sure that children are attending school.

<b>Fine Motor Skills</b>	Small movements of the body for example, using fingers to pick up small items, holding a pencil or doing up zips and buttons.
<b>First Light</b>	First Light is a charity for anyone who is experiencing or has experienced domestic abuse or sexual violence. <a href="https://www.firstlight.org.uk">https://www.firstlight.org.uk</a>
<b>Governors</b>	A school's governing body that oversees the workings of the school. It includes a SEND Governor and a Parent Governor.
<b>GP</b>	General Practitioners
<b>Jeremiah's Journey</b>	Jeremiah's Journey provides compassionate bereavement support for children and families in Plymouth and the UK. <a href="https://jeremiahsjourney.org.uk">https://jeremiahsjourney.org.uk</a>
<b>Kooth</b>	Kooth is online mental health support that any student can register for and access help. <a href="https://www.kooth.com">https://www.kooth.com</a>
<b>Literacy Skills</b>	Reading, writing and spelling ability.
<b>LA</b>	The local authority is Plymouth City Council it is responsible for the statutory assessment of education, health and care assessments and maintaining Education, Health & Care Plans.
<b>LAC</b>	Looked After Children, also known as children in care (CiC) or care experienced children (CeC)
<b>LD</b>	Learning Disability
<b>LDA</b>	Learning Difficulty Assessments
<b>Local Offer</b>	Local authorities are required to publish a 'local offer'. A local offer provides information about services to support children, in and outside of school.
<b>LSA, TA</b>	Learning Support Assistant or Teaching Assistant who provide support to children with SEND needs in the classroom or outside the classroom.
<b>Mainstream School</b>	A primary or secondary school where all abilities of students attend.
<b>MDT</b>	Multi-Disciplinary Team
<b>Mediation</b>	Mediation is a way of sorting out a disagreement in a safe and friendly environment. It can help you rebuild trust and working relationships and can deal with problems you were not aware of. Mediation uses a neutral person (the mediator) who is experienced at helping people who disagree to come to an agreement.
<b>Mental Health Support Team (MHST)</b>	This is a service that is for early mental health help. They provide CBT based help to young people to help them manage anxiousness.
<b>Modified Curriculum</b>	Changing the curriculum in some way to meet a child or young person's individual needs. Examples include increasing/decreasing the difficulty level, length, or pace, alternating easy and difficult tasks, alternating preferred and less preferred tasks, teaching the skill within daily routines, using materials that are interesting to the child or young person, etc.
<b>My World</b>	It is a report to including in an EHCP. This report can be completed by the child or young person independently or with support from an adult.
<b>Named Officer</b>	The LA Casework Officer who liaises with parents and coordinates an education, health and care assessment and final plan.
<b>NHS</b>	National Health Service
<b>NPPN</b>	National Parent Partnership Network

<b>Non-Verbal Skills</b>	Skills which do not require spoken or written language, but use other ways to communicate, e.g. gesture, facial expression.
<b>Personal Budget</b>	All families whose child has an EHC plan will have a right to request a personal budget. The personal budget will allow young people or parents to buy support identified in the plan directly, rather than relying on the local authority.
<b>Pete's Dragons</b>	Pete's Dragons supports people who have lost someone to suicide. <a href="https://www.petesdragons.org.uk">https://www.petesdragons.org.uk</a>
<b>PHB</b>	Personal Health Budgets
<b>PIAS</b>	Plymouth Information, Advice and Support Service.
<b>PV</b>	Parent Voice
<b>OFSTED</b>	This is an inspection that sets the standards in education
<b>SaLT</b>	Speech and Language Therapist who assesses a young person's receptive, expressive language.
<b>School Nurse</b>	A nurse working in community nursing but specialising in school age children. School nurse referrals can be made by schools about a range of health needs.
<b>SEND</b>	This is the education acronym for disabled children deemed to have special educational needs.
<b>SEN Support</b>	When a child or young person has been identified as having special educational needs, schools should act to remove barriers to learning and put effective special educational provision in place called SEN Support. This SEN Support should take the form of a four-part cycle (assess/plan/do/review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what support the child in making good progress and securing good outcomes. This is known as the graduated approach.
<b>SENDCo</b>	Special educational needs and disabilities coordinator. The SENDCo does not do all the work with disabled or SEND children, they coordinate the provision that they will receive. The young person's teachers retain responsibility for their progress.
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SENPA</b>	Special Educational Needs Personal Advisors (Post 16)
<b>Sensory Impairment</b>	Partial or complete vision or hearing loss.
<b>SW Social Worker</b>	A person who will support a family with practical issues such as benefit applications, respite care, household adaptations etc.
<b>Specific Learning Difficulties (SpLD)</b>	Dysgraphia = difficulty with recognising the written words, letters or sounds. Dyslexia - specific difficulty with literacy Dyscalculia specific difficulty with numeracy Dyspraxia - a condition that affects fine motor skills, organisation and coordination
<b>Special School</b>	A school which is resourced and organised to provide for the education of pupils with an Education, Health & Care Plan who need a high degree of support in the learning situation and in some cases specialist facilities, equipment and teaching. They are based around the four areas or need on the SEND Code of Practice.
<b>SSEN</b>	Statement of Special Educational Needs
<b>SAT</b>	Specialist Advisory Teacher
<b>TBC</b>	To Be Confirmed

<b>The Children's Society (Plymouth)</b>	The Children's Society supports Young Carers, young people with substance misuse challenges and someone to talk to. <a href="#">Young Carers Substance Misuse Checkpoint - Someone to Talk To</a>
<b>The Zone (Plymouth)</b>	This a service for teenagers to access themselves to support their health and wellbeing.
<b>Transition</b>	Movement between different environments, rooms, settings or even parts of learning. All transition involves change and it is vital to prepare young people. When children are prepared for transition, they adapt more easily to changes. In classrooms, using terms like 'now and next...' can help.
<b>Visual Impairment</b>	Partial or complete loss of sight.
<b>Young Devon</b>	This service supports student with their wellbeing and housing needs. They can be accessed here. <a href="https://www.youngdevon.org">https://www.youngdevon.org</a>

References:

[Equality Act 2010 Advice for Schools](#)

[Keeping Children Safe in Education 2023](#)

[NASEN Supporting SEN](#)

[Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#)

[Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice](#)

[Section 69 of the Children and Families Act 2014](#)

[SEND Review: Right support, right place, right time Government consultation on the SEND and alternative provision system in England](#)

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