



SEND Information Report 2026 - 2027



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



Our Values



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**

How will we succeed?



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 students 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 disabled adult.

We work collaboratively with parents and value you're their insight into their child's needs. We hold a termly Adaptive Provision coffee morning where parents can share their thoughts and ideas. Members of the Adaptive Provision team are available to offer advice, give recommendations and answer any questions that parents/carers may have about their child.

Universal SEND Provision

Tor Bridge High believes inclusion happens in classrooms and this means we place a strong emphasis on training and developing all teachers and Teaching Assistants in their understanding of SEND to ensure that everyone is a 'teacher of SEN'. Our approach reflects the Education Endowment Foundation's model of Inclusive Teaching. We recognise that inclusive practice begins with strong universal classroom teaching for every student. Where this is not sufficient on its own, carefully planned individual support plans are provided to enable pupils with SEND to access ambitious learning alongside their peers. These approaches work together to promote participation, independence and success for all learners.

Targeted SEND Provision

This is delivered through the **Adaptive Provision Team** who work across five distinct hubs.

The Adaptive Provision Hubs are:

- **Academic Hub** - supporting students in their cognition & learning, physical and sensory disabilities and communication & interaction, social, emotional, mental health needs and speech and language needs.
- **Ambition Hub** - providing targeted support to students who are at increasing risk of permanent exclusion because of anti-social behaviours in and around the mainstream school.
- **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 2026

To support excellent inclusive practice Tor Bridge High will:

- Have a designated SENDco who is part of the Senior Leadership team and who is educated to master's level and has been a SENDco in role prior to 2010 or has completed the National Award for SEND Coordination.
- Have a named Link Governor for SEND.
- Have a SEND Information Report, Inclusion Strategy (Dec 2026) and SEN policy.
- These will be available on the website and reviewed yearly by senior leaders and Governors.
- Ensure students who are disabled/SEND will have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for SEND.
- Ensure all leaders in the school are committed to their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND.

In addition to this, we will also use the following guiding principles as part of our inclusive practice:

- Warm-demanding relationships and high expectations: All staff build positive relationships with SEND students, understand their individual strengths, needs and aspirations, and provide excellent adaptive teaching that enables every student to succeed.
- Removing barriers and promoting inclusion in every moment: We reduce barriers to attendance, learning and enrichment, explicitly teach social and learning skills, provide practical support where needed, and ensure SEND students can fully participate in school life.
- Raising aspirations and developing future leaders: We empower SEND students to become confident leaders, advocates and active citizens by providing leadership opportunities, enriching experiences, careers guidance, work experience and pathways to higher education and employment.

Contact Details

Special Educational Needs Coordinator (SENCO)	Sarah Turner - SENDCo sarah.turner@torbridge.net 01752 207886 Ruth Golding - Strategic SENDCo ruth.golding@torbridge.net 01752 207886 SEND/Safeguarding Administrators Mollie Abbiss and Keira Grainger tbh-send@torbridge.net
Staff member with overall responsibility for pupils with Medical Needs	Isla Walter Isla.walter@torbridge.net
SEN Governor	Kady Steel governance@tedwraggtrust.co.uk
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 Plymouth Local Offer
Plymouth Graduated Approach to Inclusion website	https://plymouthgati.co.uk
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 (PIAS) also contains useful information for parents/carers of SEND Student.

Questions	School Response
What kinds of special educational needs are provided for at Tor Bridge High?	Tor Bridge High is a mainstream, inclusive school for children aged 11-19 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND. Trained and experienced staff can support learners who may have difficulties with: • Cognition and Learning • Speech, Language and Communication needs • Social, Emotional and Mental Health • Sensory and/or Physical Difficulties We make reasonable adjustments to our practices to comply with the Equality Act (2010). Children with SEND, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the SEND needs of pupils at this school. For children with an EHCP, parents have the right to request a particular school, and the local authority must comply with that preference and name the school or college in the EHC plan unless: • it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, • or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the named school.
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 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 We have highly trained teachers and teaching assistants who can identify and help support children who are experiencing any difficulties and the SENDCo coordinate this work across the whole school.

All children are different, so every child is unique with their learning journey. Class teachers continually track the progress of all children in their class. They have discussions with classroom support staff to ensure every child is meeting their potential as well as monitoring written work and regularly observing children during their learning.

Class teachers and teaching assistants can discuss any concerns they have as and when needed with the Subject Leaders, Curriculum Leaders, members of the Adaptive Provision team, all teachers carry out mid-term and termly and then review progress as a team. At this point any concerns about progress will be shared with the Adaptive Provision team.

There are many ways that we may identify a SEND for example:

- Liaising with all primary and secondary schools to ensure that information on children transitioning into Tor Bridge High is shared effectively.
- Teachers carry out regular assessments, so that they are able to quickly identify any child who is experiencing particular difficulties.
- Parents may raise concerns about their child.
- Other professionals working with a child outside of the Academy may raise concerns or highlight a specific need.
- We encourage pupils to talk to a trusted adult about their presenting needs.
- We review attendance, behaviour and exclusion data for students with SEND
- We follow a graduated approach to inclusion, see below.

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 used to explore the students' feelings about school, and we listen to students about the barriers they are facing.
- We review attainment, behaviour, and attendance records through the School Robin
- Parent/carer voice information is requested and there could be a 'team around me' (TAM) or 'Early Help' meeting put in place.
- Classroom observations could be carried out.
- 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

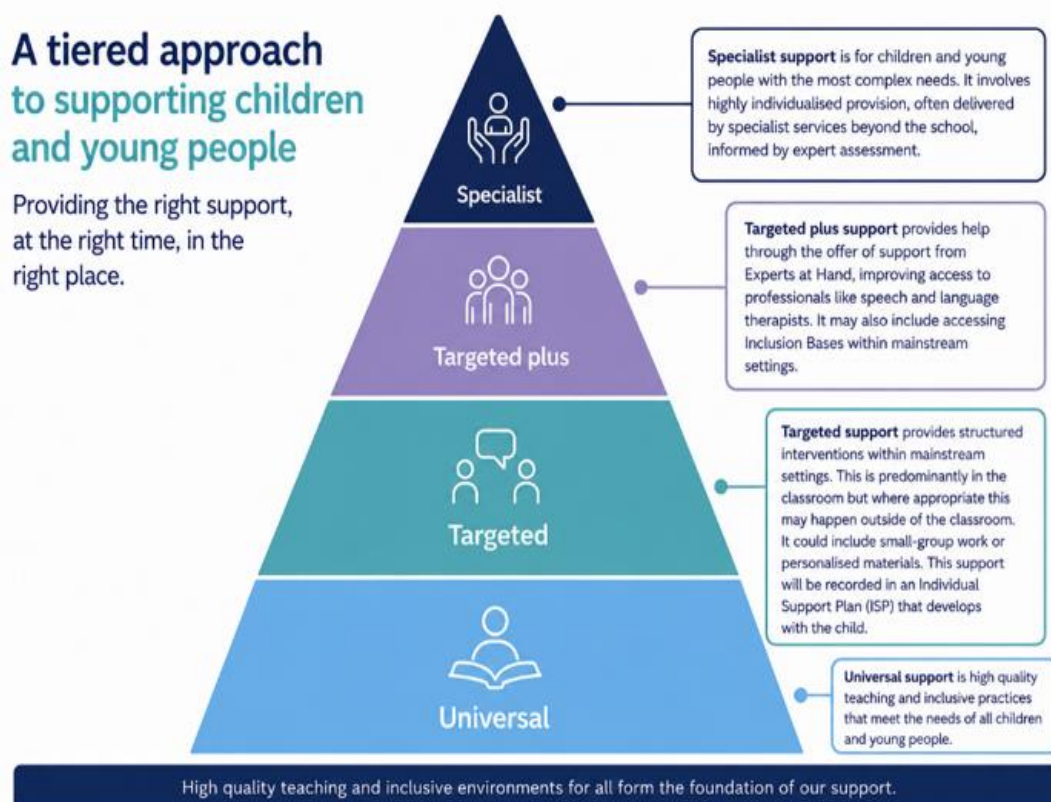
In addition to this teacher all have coaching drop-ins every two weeks and this enables coaches and leaders to identify students who may be struggling to access the learning in a specific classroom.

How does Tor Bridge High evaluate the effectiveness of the provision for children with SEND?	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. 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. 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 (12 weeks in line with an assessment cycle.) 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 further support. These interventions are known as provisions and any student who has additional provisions or reasonable adjustments will have a Student Passport. This is available to staff on Class Charts. 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. Alongside evaluating interventions, leaders monitor the quality and impact of adaptive classroom practice through lesson visits, book scrutiny, pupil voice and professional dialogue with teachers. This ensures adaptations continue to support high expectations and successful participation. Leaders regularly review inclusive teaching through professional development, coaching, lesson visits and ongoing evaluation. Staff work collaboratively to refine classroom practice using current educational research so that inclusive teaching continues to improve over time. Students with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed. The SENDCo reports regularly to the Governing Body. We have a Governor who is responsible for SEND, who attends meetings where possible, and who also reports to the governing Body on what they have learned in their visits to school.
What is the arrangement for assessing and reviewing children's progress towards outcomes?	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. The first point of contact for all students is the child's tutor, followed by the class teacher and then members of the Adaptive Provision team (Head of Year, Academic, Ambition, Attendance, Pastoral or Safeguarding Hub staff). The school formally communicates with parents/carers in a range of ways: • Reports on attendance and attainment are sent out three times a year following every learning cycle.

- Parent/Carer Evenings for each year group
- SEND Reviews/Team Around Me (TAM)/Team around the Family (TAF) or Early Help Meetings
- Annual Reviews
- SEND Parent/Carer Drop-Ins

Where specific needs are apparent, Tor Bridge High has a range of assessments which can be used to explore a child's strengths and difficulties in more detail. The Plymouth Graduated Approach to Inclusion framework is used as an electronic tool to support teachers and school leaders to identify, assess and record and review the needs of children and young people requiring additional or special educational provision.

There are four broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework is to ensure that levels of support at an early stage, which are part of a school's universal offer, are implemented before a pupil progresses through to targeted, targeted plus or specialist levels of support. Students who are receiving targeted or targeted plus support will have an Individual Support Plan (ISP).



For a very small percentage of students, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided

What is our approach to teaching children with SEND and adaptations are made to

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, targeted provision will be put in place. If the student still does not make progress specialist provision will be sought through the local authority.

the curriculum and the learning environment for children with SEND?

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.

Our highly skilled teachers will use evidence-informed approaches including explicit instruction, carefully sequenced learning, modelling, regular checking for understanding, retrieval practice, effective feedback and scaffolding that is gradually removed as pupils become more independent. These approaches benefit every learner but are especially important for pupils with SEND.

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 well-structured lessons,
- There are consistent classroom routines,
- Intentional seating placement is used 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,
- Pre-teaching of key vocabulary
- Teacher instruction that gives clear explanations of concepts to students,
- Teachers using models to demonstrate to students how to apply knowledge,
- Independent work happens which is scaffolded with support when required,
- Providing lots of opportunities for paired 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 mentored by a trusted adult.

Teachers will also read and act upon advice in the Individual Support Plan (ISP), or given by members of the Adaptive Provision team, external agencies such as the NHS or Educational Psychology Service.

We have a highly ambitious and broad curriculum, and we expect our SEND pupils to be fully involved in all lessons and extra-curricular activities. All Students, including those with special educational needs, are taught the school's broad and balanced curriculum.

We passionately believe that all teachers are the teachers of children with SEND. High-quality teaching is a non-negotiable for every student at Tor Bridge High. Being aware of the SEND learners and their specific individual needs is a minimum expectation for all teachers and leaders at Tor Bridge High.

What would high-quality targeted classroom teaching look like for my child?

- The teacher would have the highest possible expectations for your child and all students in the class
- All the teaching is built on what your child already knows, can do and can understand.
- The teacher focuses on what your child can do, not what they can't yet do.

	• Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson. • Specific strategies (that may be suggested by the SENDCo or professionals) are in place to support your child to learn. • Your child's class teacher will have carefully checked on your child's progress and will have decided that your child has a gap/gap in their knowledge and need some extra support to make the best possible progress. We carefully plan support so that students become increasingly independent learners. Adults provide the right level of support at the right time, gradually reducing prompts and scaffolds as pupils develop confidence, resilience and independence. The school recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEN in mainstream schools and any in class support by teaching assistants, adheres to their recommendations on effective deployment of teaching assistants. Teaching assistants complement, rather than replace, high-quality teaching. They are deployed strategically to reinforce learning, promote independence and provide carefully planned support that enables pupils to participate fully within the classroom. Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with specialist nurses and parents and if appropriate, the pupil themselves. We are fully committed to ensuring that the Tor Bridge High is accessible to all children and will always be happy to discuss individual requirements where necessary. Tor Bridge High has several ways in which it is accessible to all: • Designated disabled parking space in the main car park • Accessible toilet facilities in all areas of the school • Lifts are situated in each building • The grounds and outdoor learning are accessible for all students. Please see our Accessibility Policy for further details.
What additional support for learning is available to pupils with special educational needs?	When a child has been identified with special educational needs, the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers' meetings. The SENDCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum. If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy to use scissors.
How are children with SEND enabled to engage in activities available with children	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.

in the school who do not have SEND?	A full risk assessment is always carried out prior to planned school trips to prioritise the access for all and safety for all children. Where required, additional staffing is put in place to support with trips. Tor Bridge High also encourages students with SEND to access enrichment and extra-curricular activities. We encourage students in all years to show the courage to always try new things. We believe that successful inclusion means every pupil feels that they belong within our school community. We actively promote participation in classroom discussion, enrichment opportunities, leadership roles, educational visits and wider school life. We regularly seek pupil voice to ensure children feel valued, listened to and included.
What support does the school provide for improving emotional and social development?	Promoting Physical Health and Mental Wellbeing 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 successful 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. 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: • The School Nursing Service • The Children's Society • The Zone • Mental Health Support Team (MHST) • Young Devon • CAMHS • Kooth • Jeremiah's Journey • Pete's Dragons • First Light 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. All our staff show love and care towards all the children whatever their presenting needs. Time within the curriculum is dedicated to fostering self-esteem and confidence. Our carefully planned transition and induction process ensures that through meetings with feeder primary school settings and conversations with parents, we can anticipate the medical, social and emotional needs of all children. All students are explicitly taught and are expected to practice their social skills throughout their day to help them build their confidence. We use a Trauma Informed approach to support children's emotional needs. We have a TISUK trained practitioner working in our school. Our Social Skills and Behaviour Policy, includes guidance on expectations, rewards and sanctions is followed consistently by all staff. We view anti-social behaviour as a form of communication. For children who may have complex social and emotional needs, we use a PACE approach and/or emotion

	coaching. We use social skills contracts to reduce dysregulation in agreement with parents and professionals. 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. Our vision is that every child is taught the skills they need to be emotionally literate, self-aware and mentally well. We can increase and blend support to ensure every child has the social and emotional skills to achieve their potential. We have an enhanced transition programme that is focused on the SEND areas of need including social, emotional and mental health (SEMH), 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. There is a pastoral tutor programme that explicitly teaches social skills and strategies to cope with any challenges in life. 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. We have several mental health first aid, emotional logic, emotion coaching 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 more likely to be abused and/or discriminated against. Tor Bridge High school values of courage, love and ambition underpin 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 (such as disability, gender, ethnicity, sexual orientation, or religion/belief). Tor Bridge High staff also receive training in all these areas. The Tor Bridge High Social Skills and Behaviour 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	We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support student identified as SEND. All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally. Our regular in-house CPD (Continual professional development) programme offers training around key aspects of SEND. This includes a weekly adaptive provision staff briefing.

and how is specialist expertise secured?	We regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high-quality teaching. The school uses its best endeavours to secure the special educational provision required to meet students' needs. We also provide staff with information about effective strategies to use within their class and adhere to the principle that 'All teachers are teachers of children with special educational needs' to ensure that all teachers and staff are equipped to deal with a diverse range of needs. We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. Four members of staff hold the National SENDCo Qualification. The SENDCo attends termly SENDCo Briefings to keep abreast of current legislation and practices. The Mental Health Lead attends the Ted Wragg Trust Senior Mental Health Leads network every term. There may be times when children require additional support from outside agencies to ensure the most positive outcomes of all children and 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 • Place2Be • Plymouth Race Equality Council • Plymouth Argyle Trust
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 Panel 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
How do we consult with the parents of children with SEND and involve them in their child's education?	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 often have a good knowledge of what will help their child. All staff at school will listen to what a parent/carer is telling them, and we will work together to develop solution that will work in a mainstream secondary school. 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 where appropriate for the level of intervention and support required. To continually improve our practice and provision we welcome regular feedback from both students and their parent/carer There are several ways that we gather parent voice, which include: • Phone calls • Meetings

	• Questionnaires • Parent Support Groups • Surveys • Student check-ins • Termly coffee mornings 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. Parents/carers of children with special educational needs are at the heart of the decision-making process with regards to the provision for that child. Provisions are reviewed regularly with the parents/carers. The TAM (Team Around Me) process allows for a close working relationship between the school and parents. Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet with a SENDCo to review progress. The views of the student and the parents/carers will form a key part of these discussions. We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals are, when they will take place and how well they are doing.
How do we consult with children with SEND and involve them in their education?	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. 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. 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. 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.
What are the school's arrangements for handling complaints from parents of children with SEN about provision?	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. 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 SEND@torbridge.net or on 01752 207886 where a member of the team will speak to you about your concern and make an appointment with a member of the Adaptive Provision team. A meeting is usually arranged to discuss a concern, so that we can all work together to develop solutions that everyone is happy with. We would encourage parents/carers to contact a member of staff as soon as they have a concern so that issues can be resolved quickly before it needs to escalate to a formal complaint.

	A parent or carer can make a formal complaint using the Ted Wragg Trust Complaints Policy
How do we involve outside agencies in meeting children's SEND and supporting their families?	Tor Bridge High has developed strong relationships with outside agencies including the Educational Psychology Service, Speech, and Language Service and CAMHS. These agencies provide valuable information that helps all staff to understand a student's needs. They also attend meetings and contribute to the 'team around me' process. For young people who are in care and are disabled/SEND, 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.
How will children be supported when moving to a new class or when joining or leaving the Academy?	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. Disabled (SEND) students can find a wide range of transitions challenging, therefore we consider both micro and macro transitions in this school. Micro Transitions - These are small changes throughout the course of a day or week. • 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. • Teacher thresholding gives all members of the class a positive interaction with their teacher and prepare for the expectations in the classroom. • The use of 3, 2, 1 countdown in lessons helps SEND students to prepare for each part of the lesson. • The teacher explaining the learning outcomes supports students into transitioning into new learning. • 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. Macro transitions - these are big changes at the end of a term, year or Key Stage • Teachers may give students advance warning of changes to a seating plan. • Timetables may be sent in advance of other students to give longer periods of process time. • A TAM/TAF meeting may happen to help a student to prepare for a change such as moving school. • There are additional meetings and parents drops for specific transition points such as options for KS4 or KS5.

Where can I find out more information regarding on the services available for children with special educational needs or disabilities?	Further information about services for children are available on Plymouth City Council online directory Plymouth POD Plymouth Information and Advice Service for SEND families (PIAS) also contains useful information for parents/carers of SEND Student. Another website that parents/carers may find useful is IPSEA which is an independent organisation that can help disabled children and their families to understand SEND law. A glossary of SEND terms is included in the appendices of the SEND Code of Practice and at the back of this document.																														
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 Hub and Academic Hubs who are part of the Adaptive Provision team work closely together to put individual support plans in place to help teachers meet a student's presenting needs <table><tr><th>Role</th><th>Contact Details</th><th>About the role</th></tr><tr><td colspan="3">Attendance Hub - Attendance@torbridge.net</td></tr><tr><td>Student Services</td><td>TBH-Student.Services@tor-bridge.net</td><td> - Administrative Support - Attendance data monitoring - First Aid </td></tr><tr><td>Family Link Worker (SEND): Christine Martin</td><td>Christine.Martin@torbridge.net</td><td> - Attendance Home visits - Casework - MAST EP - Safeguarding caseload students </td></tr><tr><td>Family Link Worker (Legal)</td><td>Louise.Parkin@torbridge.net</td><td> - Attendance Home visits - Legal Casework - Administration legal process - Safeguarding caseload students </td></tr><tr><td>Attendance & Engagement Lead Leisha Pentlow</td><td>Leisha.Pentlow@torbridge.net</td><td> - Transitions back to learning and school - Home visits - Case work - Safeguarding caseload student </td></tr><tr><td>Deputy Headteacher Attendance & Behaviour</td><td>Rachael.Davison@torbridge.net</td><td> - Attendance Strategy - Behaviour Strategy </td></tr><tr><td colspan="3">Academic Hub - Send@torbridge.net</td></tr><tr><td>SEND Administrator - Molly Abbiss</td><td>SEND@torbridge.net 01752 207886</td><td> - SEND enquiries - SEND meeting coordination - SEND Annual Review coordinator </td></tr><tr><td>Deputy SENDCo Isla Walter</td><td>Isla.Walter@torbridge.net</td><td> - Medical Needs Coordinator - TAM Meeting Coordinator - PEEP Coordinator </td></tr></table>	Role	Contact Details	About the role	Attendance Hub - Attendance@torbridge.net			Student Services	TBH-Student.Services@tor-bridge.net	- Administrative Support - Attendance data monitoring - First Aid	Family Link Worker (SEND): Christine Martin	Christine.Martin@torbridge.net	- Attendance Home visits - Casework - MAST EP - Safeguarding caseload students	Family Link Worker (Legal)	Louise.Parkin@torbridge.net	- Attendance Home visits - Legal Casework - Administration legal process - Safeguarding caseload students	Attendance & Engagement Lead Leisha Pentlow	Leisha.Pentlow@torbridge.net	- Transitions back to learning and school - Home visits - Case work - Safeguarding caseload student	Deputy Headteacher Attendance & Behaviour	Rachael.Davison@torbridge.net	- Attendance Strategy - Behaviour Strategy	Academic Hub - Send@torbridge.net			SEND Administrator - Molly Abbiss	SEND@torbridge.net 01752 207886	- SEND enquiries - SEND meeting coordination - SEND Annual Review coordinator	Deputy SENDCo Isla Walter	Isla.Walter@torbridge.net	- Medical Needs Coordinator - TAM Meeting Coordinator - PEEP Coordinator
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	Student Targeted Intervention Leader including Operational Designated Teacher for Children in Care Alex Heesem	Alex.Heesem@torbridge.net	- Care experienced children (CEC) - Students with English as an additional language (EAL) - Young Carers, asylum seekers and Refugees - Children of family members in prison - Counselling	
	Speech & Language Provision Leaders: Marina Breed 3 days Lisa Coles 2 days	Marina.Breed@torbridge.net Lisa.Coles@torbridge.net	- Speech & Language Provision Leadership and part of school and Academic Middle Leadership Team - Developmental language delay (DLD) - outreach and including training - Diagnostic Testing for SLCN - Referrals to Speech and Language Service	
	Deputy Speech & Language Provision Leaders: Lisa Coles	Lisa.Coles@torbridge.net	- Deputise for Speech & Language Provision Leader - Social Skills Intervention - Safeguarding Provision Students	
	Intervention Coordinator Rosie Avey	Rosie.Avey@torbridge.net	- Oversee the running of the intervention room - Deliver targeted literacy intervention and monitor student progress - Evaluate the impact of interventions	
	Emotional Literacy Support Assistant (ELSA): Jo White	Jo.White@torbridge.net	Early social, emotional and mental health Intervention across the adaptive Provision.	
	Exam Access Arrangements Assessor/ SENDCo: Sammi Hooper	Samantha.Hooper@torbridge.net	- JCQ Exam Access Arrangements - Tor Bridge High Accessible Assessments Coordinator - Exact Assessments Monitoring - Liaise with Parents/Carers - Ensure that all arrangements are accurately recorded and meet JCQ regulations.	
	SENDCo (Associate SLT): Sarah Turner	Sarah.Turner@torbridge.net	- Line-Management of the Academic Hub - KS2/3 Transitions - Graduated Approach to Inclusion - EHCP and Annual Reviews Y7-Y10	
	DHT/Strategic SENDCo Ruth Golding	Ruth.Golding@torbridge.net	- SEND strategy - EHCP Annual Reviews Y11,12, 13 - KS4-5 Transitions and preparation for adulthood	
	SEND Governor: Kadie Steel	governance@ted-wraggtrust.co.uk	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.	
	Ambition Hub - SEND@torbridge.net			
	Associate SLT Strategic Intervention Lead Sam Morahan	Sam.Morahan@torbridge.net	- Strategic Leadership of the Ambition Hub - Early Intervention with students with increasing risk of PEX in the mainstream school	
	Ambition Hub Leader Pearce Pettitt	Pearce.Pettitt@torbridge.net	- Operational Leadership of the Ambition Hub - Oversee External Trips and Visits	
	Ambition Hub HLTA Rich Tecza	Rich.Tecza@torbridge.net	Support the coaching programme in the Ambition Hub.	
	KS4 Work Related Learning Coordinator	Nicola.Reed@torbridge.net	- King's Trust Curriculum including verification of portfolios - Monitor and report on student progress every assessment cycle - Support teachers and HLTAs to deliver relevant modules in Princes Trust/AQA	
	General Ambition Hub Enquiries	SEND@torbridge.net		
	Pastoral Hub			
	Operational Behaviour Lead Jonny Harris	Jonathan.Harris@torbridge.net	- Oversight of Triage, Reset and IS provisions - Host School placements - Data analysis	

		DoE Coordinator	
Y7 Head of Year Amanda Cretch	Amanda.Cretch@torbridge.net	- Year group relationships & culture - Year 6/7 transitions - Year group Attendance & safeguarding	
Year 8 Head of Year Melissa Curtis	Melissa.Curtis@torbridge.net	- Year group relationships & culture - Year group Attendance & safeguarding	
Year 9 Head of Year Kirsty Munn	Kirsty.Munn@torbridge.net	- Year group relationships & culture - Year group Attendance & safeguarding	
Year10 Head of Year Kirsty Broadhead	Kirsty.Broadhead@torbridge.net	- Year group relationships & culture - Year group Attendance & safeguarding	
Year11 Head of year Jo Mellors	Joanna.Mellors@torbridge.net	- Year group relationships & culture - Year group Attendance & safeguarding	
Deputy Headteacher Attendance & Behaviour	Rachael.Davison@torbridge.net	- Strategic Lead Attendance & Behaviour - Line Management Pastoral & Attendance Hubs.	
Safeguarding Hub - safeguarding@torbridge.net			
Safeguarding Coordinator Keira Grainger	Safeguarding@torbridge.net Keira.Grainger@torbridge.net	- Safeguarding administration - Liaison with external agencies - Single point of contact for alternative provision - QA AP - CPOMS monitoring - Weekly & termly data reports.	
Operational Designated Safeguarding Lead Matt Jarman	Matt.Jarman@torbridge.net	- Daily oversight of safeguarding - QA of safeguarding practice of the team - Represent Tor Bridge High at safeguarding meetings	
DHT/Strategic Designated Safeguarding Lead Ruth Golding	Ruth.Golding@torbridge.net	- Safeguarding Strategy - Supervisor - Staff Safeguarding Training - Safeguarding Assemblies	
Safeguarding Governor Sarah Swain Pope	governance@ted-wraggtrust.co.uk	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	Plymouth Local Offer	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	Plymouth Graduated Approach to Inclusion (GATI)	This website gives advice to families and schools in the Plymouth area on ways to support children with specific needs. It also provides resources that can be used with students.	
Plymouth Information, Advice Support for SEND	pias@plymouth.gov.uk PIAS 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	

Impact

What has gone well this year?

- We held 9 needs based enhanced transitions for 59 students. This has supported students to settle into Tor Bridge High quickly and confidently 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.
- 36 students have had speech and language intervention with Ted Wragg Trust Speech and Language Team.
- The attainment gap between double disadvantaged students (SEND and FSM) is closing and is now only 11.3% and students achieved above national in GCSE success for grade 4+, 5+ and 7+
- At A Level SEND learners outperformed their peers with an average grade of B- and a value-added score of positive 0.24.

- SEND students increased their attendance by 2% and persistent absence was reduced by 5% meaning more SEND learners are in front of their teachers more of the time.
- 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.
- Ofsted visited us in March 2026; and said that: “Those with special educational needs and/or disabilities are fully included in the life of the school and very often thrive”
- Ofsted also said, “Pupils who have difficulties managing their behaviour, receive support from the school through the pastoral, academic and ambition 'hubs'. The school adapts its approach to behaviour for pupils with special educational needs and/or disabilities but maintains high expectations.”
- All SEND pupils are accessing our broad and ambitious curriculum which is captured through learning walks and pupil voice which demonstrate that children and young people feel supported and happy in their setting;
- Families and children identified as SEND Support have been supported by the adaptive provision team and offered external support.
- We have a high level of expertise in supporting pupils with SEND;
- We continue to deliver a range of interventions to reduce the impact of speech, language and communication needs on learning and attainment.
- We have developed strong links with the other schools within our Trust which has enabled us to share good practice across the schools and develop our own offer of support for pupils with SEND.

SEND Glossary

Academy	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.
Adapted Curriculum	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
Annual Review	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.
Appendix	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.
Areas of Need	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).
CAMHS	Child and Adolescent Mental Health Service
CBT	Cognitive Behavioural Therapy - this is an approach that teaches people to manage their thoughts, feelings and behaviours.
CIT	Communication and Interaction Team
CCG	Clinical Commissioning Group (- this relates to the body that decides how health care funding is allocated in a local authority.
CDC	Child Development Centre
CEC	Care experienced children
CIN	Child in Need

Cognitive Ability	Thinking and reasoning abilities. A term often used by psychologists to describe a young person aptitude for language processing and problem-solving
Comprehension	Understanding of spoken or written material or practical situations.
CoP	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.
CSC	Children's Social Care
CYP	Children and Young People
DD	Designated Doctor
DfE	Department for Education, the government department that develops education policy and funds schools.
DD	Developmental delay in reaching the normal stages of development, for example sitting or talking.
DLD	Developmental Language Delay in acquiring and using language
Disability Champions	Promote equality for disabled students.
Expressive Language	How a young person expresses ideas, thoughts and feelings through speech.
Education, Health & Care assessment	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
EHCP	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.
EA 2010	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.
EP	Educational Psychologist
EWO	Education Welfare Office, employed by the LA to make sure that children are attending school.
Fine Motor Skills	Small movements of the body for example, using fingers to pick up small items, holding a pencil or doing up zips and buttons.
First Light	First Light is a charity for anyone who is experiencing or has experienced domestic abuse or sexual violence. https://www.firstlight.org.uk
Governors	A school's governing body that oversees the workings of the school. It includes a SEND Governor and a Parent Governor.
GP	General Practitioners
Jeremiah's Journey	Jeremiah's Journey provides compassionate bereavement support for children and families in Plymouth and the UK. https://jeremiahsjourney.org.uk
Kooth	Kooth is online mental health support that any student can register for and access help. https://www.kooth.com
Literacy Skills	Reading, writing and spelling ability.
LA	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.
LAC	Looked After Children, also known as children in care (CiC) or care experienced children (CeC)
LD	Learning Disability
LDA	Learning Difficulty Assessments
Local Offer	Local authorities are required to publish a 'local offer'. A local offer provides information about services to support children, in and outside of school.

LSA, TA	Learning Support Assistant or Teaching Assistant who provide support to children with SEND needs in the classroom or outside the classroom.
Mainstream School	A primary or secondary school where all abilities of students attend.
MDT	Multi-Disciplinary Team
Mediation	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.
Mental Health Support Team (MHST)	This is a service that is for early mental health help. They provide CBT based help to young people to help them manage anxiousness.
Modified Curriculum	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.
My World	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.
Named Officer	The LA Casework Officer who liaises with parents and coordinates an education, health and care assessment and final plan.
NHS	National Health Service
NPPN	National Parent Partnership Network
Non-Verbal Skills	Skills which do not require spoken or written language, but use other ways to communicate, e.g. gesture, facial expression.
Personal Budget	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.
Pete's Dragons	Pete's Dragons supports people who have lost someone to suicide. https://www.petesdragons.org.uk
PHB	Personal Health Budgets
PIAS	Plymouth Information, Advice and Support Service.
PV	Parent Voice
OFSTED	This is an inspection that sets the standards in education
SaLT	Speech and Language Therapist who assesses a young person's receptive, expressive language.
School Nurse	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.
SEND	This is the education acronym for disabled children deemed to have special educational needs.
SEN Support	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.
SENDCo	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.
SEND	Special Educational Needs and Disabilities

SENPA	Special Educational Needs Personal Advisors (Post 16)
Sensory Impairment	Partial or complete vision or hearing loss.
SW Social Worker	A person who will support a family with practical issues such as benefit applications, respite care, household adaptations etc.
Specific Learning Difficulties (SpLD)	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
Special School	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.
SSEN	Statement of Special Educational Needs
SAT	Specialist Advisory Teacher
TBC	To Be Confirmed
The Children's Society (Plymouth)	The Children's Society supports Young Carers, young people with substance misuse challenges and someone to talk to. Young Carers Substance Misuse Checkpoint - Someone to Talk To
The Zone (Plymouth)	This a service for teenagers to access themselves to support their health and wellbeing.
Transition	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.
Visual Impairment	Partial or complete loss of sight.
Young Devon	This service supports student with their wellbeing and housing needs. They can be accessed here. https://www.youngdevon.org

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](#)