



The Torquay Academy SEN Information Report

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What kinds of SEN that are provided for?

Communication and Interaction	Cognition and Learning	Social Emotional and Mental Health Difficulties	Sensory and/ or physical needs
<p>Universal Provision (Quality First Teaching)</p> <ul style="list-style-type: none"> - Wave 1 teacher support -Pupil Passports -Social skills groups -Pastoral support -Supervised lunchtime activities -Nurture Group -Lego Therapy -Structured school can classroom routines -Warning of change 	<p>Universal Provision (Quality First Teaching)</p> <ul style="list-style-type: none"> -Wave 1 teacher support -Pupil Passports -Whole school literacy and Numeracy policies -Dyslexia friendly equipment -Visual Stress support -Nurture Group -Small class sizes -Writing frames -Cognition and Learning Nurture Group 	<p>Universal Provision (Quality First Teaching)</p> <ul style="list-style-type: none"> -Wave 1 teacher support -Pupil Passports -Pastoral support team -Mindfulness -Whole school behaviour for learning policy -Whole school focus on positive behaviour strategies -Staff code of conduct -SEMH Nurture Group 	<p>Universal Provision (Quality First Teaching)</p> <ul style="list-style-type: none"> -Wave 1 teacher support -Pupil Passports -Lift access to the whole academy -Teacher support -Physiotherapy room -Medical room -Fidget bands - Disabled toilet with self-clean facilities and rise and fall sink
<p>Targeted Provision</p> <ul style="list-style-type: none"> -Pupil Passports -Lego Therapy -Exam Access Arrangements 	<p>Targeted Provision</p> <ul style="list-style-type: none"> -Pupil Passports -In class support Literacy Interventions -PowerUp 	<p>Targeted Provision</p> <ul style="list-style-type: none"> -Pupil Passports -Individual health plan incorporating mental health 	<p>Targeted Provision</p> <ul style="list-style-type: none"> -Pupil Passports -Exam Access Arrangements

<ul style="list-style-type: none"> -Cygnet program attendance -ASC Toolkit -Autism Champion support -Therapy Dog <p>Specialist Provision</p> <ul style="list-style-type: none"> -Access to an Educational Psychologist -1:1 Support -Access to AV1 Robot to access lessons 	<ul style="list-style-type: none"> -Lexonik -Achieve3000 -CommonLit -Trugs -Reading Recovery -Spellodrome -Handwriting Numeracy Interventions -Sparx -Hegarty -Exam Access Arrangements -Memory Magic <p>Specialist Provision</p> <ul style="list-style-type: none"> (Support Accessible through the Academy -Access to an Educational Psychologist -1:1 Support 	<ul style="list-style-type: none"> -Pets as therapy -Thrive -Social Skills groups -Exam Access Arrangements -Young Carers -ELSA intervention -Therapy Dog -ABC Behaviour Plan <p>Specialist Provision</p> <ul style="list-style-type: none"> -School Counsellor -Referrals to CAMHS -Pupil Plans - 1:1 Support -Draw and Talk -ELSA 1:1 	<ul style="list-style-type: none"> -Handwriting programmes -Touch typing -Specialist resources -Modified resources <p>Specialist Provision</p> <ul style="list-style-type: none"> -Liaisons with occupational therapists -Access to a HI support teacher -Access to a VI support teacher -Individual risk assessments -Physio exercises -Stress toys -TA support and monitoring at lunch -1:1 Support
<p>Assessments</p> <ul style="list-style-type: none"> -Occupational Therapist -Blanks Level -Behaviour for Language 	<p>Assessments</p> <ul style="list-style-type: none"> -Reading assessments -Exam Arrangements assessments – end of year 9 	<p>Assessments</p> <ul style="list-style-type: none"> -Wellbeing -Boxall -Strengths and Difficulties 	<p>Assessments</p> <ul style="list-style-type: none"> -Occupational Therapist

How are children and young people with SEN identified?

Staff at Torquay Academy invest a lot of time in gaining information from primary schools and parents before students arrive at the Academy, this means an intervention plan can be in place ready for when students start at Torquay Academy.

Torquay Academy also has an Educational Psychologist working very closely with them so needs can be identified as soon as a concern is raised by teachers or parents.

Torquay Academy is an inclusive school and all pupils on roll will have access to all on site provisions as required.

The academy SEND Policy adheres to the Equalities Act 2010, newest Code of Practice 2015 and the Children and Families Act 2014.

How do we consult with children, young people and their parents about their education?

Prior to admission to Torquay Academy we will seek to discuss with parents/carers, primary schools and pupils individual SEN needs. Staff at the Academy will also aim to attend all EHCP review meetings that take place during year 6.

Ongoing Assessments- shortly after the start of year 7, learning assessments will be carried out for all pupils such as reading and spelling. Under our continual assessment process any students not making required progress will quickly be identified by departments and monitored by the SEN team. This information will provide the basis for discussion with parents on how best to support the pupil concerned. Intervention will be put in place as soon as it is required to make sure students are not falling behind their peers.

Students given additional support will be placed on the school SEN register called (K) This support may move between wave 1, wave 2 and wave 3 of Academy support. This will map the provision received by each individual. All pupils on the register will be invited in to attend 'Assess, Plan, Do, Review days to discuss progress and intervention.

If we are still finding it a challenging to meet the needs of pupils and ensure progress, then we would look for support from other agencies such as health, Educational Psychology, Counselling services (CAMHS) to support us and the pupil. This next step will move between wave 2 and wave 3 of Academy support.

How do we work with parents of SEN pupils?

Prior to admission we welcome families to tour the Academy and discuss support needs. The Academy offers: an open evening for all potential pupils in year 5; bespoke school tours for students who have individual needs; a transition evening for all year 6 pupils; a transition day before the summer break and an additional transition day for all pupils who may be deemed as vulnerable during the transition period. During the Transition Day all pupils will be able to experience a day in the life of Torquay Academy.

Torquay Academy has also introduced the Assess-Plan-Do-Review cycle that is recommended in the 2015 Code of Practice. Parents/Careers of students on our SEN register are invited to attend a consultation meeting regularly to discuss how the Academy can best meet the needs of the SEN student. From this meeting an action plan is put in place and shared with all teachers and supporting adults.

All pupils are placed in a tutor group and the pupils Tutor is a first point of contact. Every year group has both a progress leader and an assistant as further contact

- Torquay Academy offer parents evenings for every year group to see subject teachers
- The Principal's blog
- Senior leadership mentoring for year 11 pupils
- Communication via phone or email

How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?

Torquay Academy will hold a multi agency review in yr's 7,8, 9,10, 11, 12 and 13. Parents and pupils are involved at all stages of the transitional review, students have access to in house careers service and if subject to an EHCP plan; Careers Southwest. We have options evening events so parents and pupils can make an informed selection of subject choices and vocational pathways.

What is our approach to teaching children and young people with special educational needs?

Our belief is that every class teacher is a teacher of Special Educational Needs. We are an inclusive school and where ever possible all needs must be met by quality first teaching. Our teachers with the support of wave 1 intervention will differentiate and help all pupils to access and make good progress with regards to our curriculum.

'everyone succeeds' - This is the Torquay Academy ethos

How do we adapt our curriculum for children and young people with special educational needs?

The curriculum will be differentiated to meet the needs of all pupils. Tasks and activities will be matched to individual pace, interests and capabilities. We have a number of learning pathways that allow pupils to pursue their own strengths.

How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?

Torquay Academy has an extensive programme of staff training; The SEN team are always available for advice, and for class room observations. The SENCO can help teaching staff with strategies designed to help meet all pupils SEN needs in the class room. Alternatively our Educational Psychologist visits us once a week and offers staff training and a drop in service.

How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?

All provisions record an entry level, whether that is an academic level such as a reading age or pupil questionnaire which we find more appropriate for social skills, self esteem and thrive provision. We then set targets for all our provisions and will monitor progress. If pupil are still not making required progress then that provision is not working. In this instance a consultation with parents/carers and pupils will take place and we will re-evaluate and find something that does.

How are children and young people with SEN enabled to engage in activities available with other children and young people in the school who do not have SEN?

Torquay Academy is an inclusive school that has very accessible facilities for all pupils. All pupils follow a balanced curriculum that is accessible to all. All lunch time and after school clubs are available to all pupils and they are all actively encouraged and enabled to attend.

How do we support and improve the emotional and social development of children and young people with special educational needs?

We have a number of specific and targeted provisions in addition to our curriculum to support social development which include;

- Thrive
- Social skills groups
- Tutorial
- Rise and Read
- Free Breakfast
- Organisational support

- Peer mentoring
- Circle of friends
- School Counsellor
- Pastoral support team
- Draw and Talk
- Lego Therapy
- ASC Toolkit

How will we ensure we get the services, provision and equipment that children and young people need?

Torquay Academy provides a wide range of services 'in house' in order to meet students individual needs from: access to school counsellor; a trained Thrive Practitioner; School Nursing team; on site Educational Psychologist; pastoral support; SEN team; Young carers; testing for exam arrangements etc.

We maintain close links with specialists such as visual and hearing impairment advisors, CAMHS, Specialist schools and alternative educational providers.

How can parents, children and young people make a complaint about our provision?

Torquay Academy values its relationships with parents, we encourage a good dialog between parents and the school. If you are not happy about a provision then get in touch with the SENCO (Mrs E. Jukes) in the first instance, that way we can action changes before a complaint is necessary. Details on how to raise a more formal complaint can be found on our school website under the policies section/ complaints.

Students are encouraged to talk to their teachers and tutors so that we may make necessary arrangements and changes to provision where necessary.