

SEN Information

Local Offer

Co-produced with Parents

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VALUES:  *Pray, Praise, Potential, Pride, Persevere*

VISION: "Our mission at Torre is to create an environment where God's children have the right to grow, learn, feel safe and be happy. We respect and look after each other in the way that God has taught us."

We "Live life in all its fullness." John 10:10.

To grow and develop our children's characters, we focus on: Resilience, Service & Volunteering, Gratitude, Compassion, Self-Discipline and Creativity

What our vision means to pupils:	'A safe place where we can learn as a team and be happy, knowing who we can talk to if there is a problem. We should take every opportunity we are given to learn as much as we can and to help us to live our lives the best way we can.'
What our vision means to parents:	'Our children grow to be happy and confident individuals in a caring environment, by focusing on their academic goals and developing their character strengths. They can contribute to society, respect each other's individuality and treat each other with kindness.'

What our vision means to staff and governors:

'Our school is a welcoming, friendly and thriving working and learning environment for all. Everyone's opinions are heard and contributions acknowledged. People are treated equitably, and their performance is managed effectively.'

The following information is reviewed yearly. Each year we ask a selection of families to review the document to ensure our Local Offer is clear. This document is also shared with our SEN governor, Cindy Maclean, before being published on our website.

Name of Education Provider: Torre C of E Academy

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



What do we do here to meet your needs?

The following acronyms are used in this document;

- SEN** (Special Educational Needs)
- SENDCO** (Special Educational Needs Disabilities Co-ordinator)
- SPLD** (Specific Learning Difficulties)
- EYFS** (Early Years Foundation Stage)
- KS1** (Key Stage One- Year One and Two)
- KS2** (Key Stage Two- Year Three, Four, Five and Six)
- ISP** (Individual Support Plan)
- PPSM** (Pupil Problem Solving Meetings)
- EHCP**- Education Health Care Plan

At Torre C of E Academy we ensure that all our children receive "quality first teaching." Our class teachers and support staff are inclusive practitioners.

Additionally we have in place the following support and facilities :

- A Special Educational Needs Co-ordinator
- A pastoral and intervention Room
- A Thrive social and emotional literacy approach 1 to 1 and small group work
- A family support teacher who leads a pastoral team
- NHS mental health practitioner (MHST Team) delivering CBT to pupils who require mental health support

- Designated areas for 1 to 1 or small groups
- A range of EYFS, KS1 and KS2 Literacy and Mathematics interventions
- Specific Learning Difficulties (SpLD) interventions
- A THRIVE based approach to learning across the school
- A number of TAs and teachers trained on the Early Bird and Cygnets ASC programme
- Character education, learning which develops the whole child not simply academic aspects
- Read Write Inc phonics
- Dyslexia screening kit and trained dyslexic screener
- Language Link Intervention
- Lego Therapy

Outdoor Learning/Forest School

- Regular meetings with a Speech and Language Therapist from Torbay
- A Speech and Language lead teacher

Teachers and support staff with training in meeting children with Speech, Language and Communication Needs
Access to Outreach support from Torbay Speech and Language Services, Mayfield School, Combe Pafford Academy
Access to a private educational psychologist
Access to Children and Adolescents Mental Health Services

Advice and support from our School Nurse Team as and when required

Staff trained as Paediatric First Aiders

SENDCO with the National Award for Special Educational Needs Coordination

2. What criteria must be satisfied before children and young people can access this provision/service?



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

At Torre C of E Academy our mission is to create an environment where God's children have the right to grow, learn, feel safe and be happy. We respect and look after each other in the way that God has taught us. We "Live life in all its fullness." John 10:10.

We believe in an environment which encourages children and builds self-esteem, spiritual development and awareness so that children become confident, mature and independent members of society. This policy is based on Christian teachings of forgiveness and reconciliation, class contracts, consequence and spiritual awareness.

Torre C of E Academy is a Church of England Primary School for children aged 3 to 11 and is closely linked with the Parish and Diocese. Whilst many of our children belong to the Church of England, where space is available we also admit children whose parents wish their children to receive a Christian education. All children, whatever their culture or beliefs, are treated respectfully and equally within Torre C of E Academy.

At Torre C of E Academy, we are committed to the early identification of a child's individual needs. We use a range of formal and informal methods of assessment for all our children, carefully tracking their progress through school. During their school career some children will require additional support to meet their needs and flourish. In consultation and with the agreement of the child's family, Torre C of E Academy will put in place and deliver appropriate interventions and support.

Some children will be identified as having Special Educational Needs and they will require support for a longer period of time to ensure that they can access the curriculum effectively, and that they are fully included in classroom learning and the life of the school. Support will be planned by the SENDCo and class teacher in conjunction with, and following the guidance of, external professionals. The child's family will at all times be actively informed and consulted and their views will be respected.

3. How do we identify the particular special educational needs of a child or young person?



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

Identification of Special Educational Needs is achieved from the evidence the school acquires through a variety of means. These include the following :

Before entry to Torre C of E Academy Nursery our Nursery Staff carry out a range of taster sessions where families get to meet the nursery teacher and talk about any developmental concerns they may have.

In the summer term prior to September entry to our Reception class, all children and their families are invited to a week of Transition Days in July. Reception staff will take this opportunity to talk with new families, who have not attended our Nursery. They will also ask all families to complete a Family Voice questionnaire.

On entry to Torre C of E Academy Nursery or Reception classes a child may already have paperwork from other agencies such as their Health Visitor, Torbay Hospital, Portage, etc. These may identify the child as having Special Educational Needs. Where a child, from an Early Years setting other than our Nursery, has a previously identified Special Education Need or an Education, Health Care Plan, Reception staff will telephone their current Early Setting or home.

All previous SEN paperwork on any child joining Torre, at any stage in their school journey, will be accessed, read and Torre staff will work together with all the agencies involved to ensure the child's special education needs are met and they are successfully included.

In all key stages the class teacher will alert the SENDCo and SLT when a child's progress and attainment continues to be lower than expected, despite repeated cycles of "quality first teaching", targeted intervention and support. The SENDCo and Class Teacher will then work together to effectively support the child. At this stage, with the family's agreement, the decision may be made by Torre to access support and guidance from outreach and/or health professionals or the decision may be made to request advice and assessment from Torbay Educational Psychology Service.

Monitoring Cycle

At Torre we have regular PPSM (Pupil Problem Solving Meetings) where teachers talk with their team about pupils that are struggling with their learning in certain areas of the curriculum. The team work together to find solutions and these are then reviewed 6 weeks later. The SENDCo attends these meetings and is made aware of any children where the interventions and actions put in place do not make a significant difference to that child.

GROWTH days take place every term where teachers, teaching assistants and SLT sit together for an afternoon to look at every child in their team. All areas for concern are identified through data, looking at books, pupils raised at PPSMs etc. The SENDCo attends these meetings to offer advice to teachers and to plan next steps for any children with SEN. This may be referrals to outside agencies and services.

The SENDCo will also hold a termly inclusion review meeting with the staff where children not making expected progress may be identified and placed on a 'concerns list'. These meetings take place as a whole school so the bigger picture is shared.

When there is availability we ringfence a coffee morning with the Educational Psychologist to allow families with concerns to come in and have a short solution focused session. The SENDCO and family support teacher also attends these.

Family voice questionnaires are sent out gathering key information about all of our SEND children from their families to keep the SENDCO and teachers up to date. This sometimes will inform changes to provision.

4. How do we consult with parents and/or children and young people about their needs?



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

At least each term, if not more frequently, class teachers, support staff, families and the SENDCo discuss the attainment, progress and provision for each pupil identified as having Special Educational Needs or a disability. Each term families meet with the class teacher at a SEND family meeting to discuss and agree support and targets which address the child's SEND and promote progress. The child's targets are recorded in an Individual Support Plan, (ISP.) The ISP is a working document held by the class teacher. The progress made by the child towards achieving their targets is monitored and recorded by the class teacher and support staff. At various points throughout the year an SEND family voice questionnaire is sent out to all of our families who have a child on the SEND register. This gives parents an opportunity to tell us about any changing needs their child may have as well as communicate how well they feel they are being supported. These questionnaires are read and actioned by the SENDCo and the class teacher.

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



How will we teach you?

'Inclusion is not optional. It's an essential part of better and more just societies.' *Centre for Studies on Inclusive Education.*

At Torre C of E Academy we endorse this statement. Our objective is to ensure that through a whole school approach we address the barriers to learning which prevent some of our children from flourishing and achieving success. We are committed to the process of inclusion and we endeavour to provide full access to the national curriculum for all our children. SEND children at Torre are taught alongside their peers. Through quality first teaching, class teachers and support staff differentiate and personalise the curriculum to meet the range of needs and abilities within each class.

We adapt our teaching to target the different needs of individuals and groups within each class, e.g. the use of differentiated resources and tasks, the use of adult support, by breaking down teaching and learning, instructions and tasks into achievable chunks, by staff using extenuated gestures and signing, by the use of visual prompts, visual timetables, now and next boards, ICT and other access technology etc.

When a child has profound and complex special educational needs which require high levels of support, specialist equipment and expertise, a mainstream setting may not be the most appropriate setting. Discussions with the child's family, the child, where appropriate, the SENDCO, the Class Teacher, the Senior Leadership Team and the Local Authority may conclude that a special school or specialist provision at another mainstream setting would best meet the child's special educational needs. Parents that wish to apply for one of Torbay's specialist settings need to do so with the current school's SENDCO in the Autumn term. A SEP (specialist educational place) document needs to be completed and sent to the local authority to apply for a place for the following Autumn.

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

At Torre C of E Academy we deliver a broad and balanced curriculum with an underwritten Christian ethos. We provide suitable resources, including specifically personalised resources, to allow all our children access to the Early Years Foundation Stage Curriculum and National Curriculum. We review our resources on a regular basis and update, loan, create and purchase resources to meet the needs of all our children, including our SEND pupils.

To ensure our SEND children can access the EYFS and National Curriculum we provide the following :

Small group support in class from the teacher or Learning Support Assistant

Differentiated tasks and activities

Personalised Behaviour Support Plans (PBLP)

Educational psychologist advice implementation plans

EHCP implementation plans

Risk assessments

Boxall Profiling

Communicate in Print personalised resources including:-

individual photo transition booklets

individual now/next boards,

individual social stories

individual prompt cards

individual and class visual timetables

sand timers
individual targets
scaffolding

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



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

Torre C of E Academy has an Inclusion Manager (Headteacher), a SENDCo, who is a member of the Senior Leadership Team and SEND Governor who work collaboratively with class teachers and support staff to monitor SEND provision and pupil progress.

If a pupil is not making expected progress following a monitored timed cycle of intervention and support, the school SENDCo will observe and assess the child to reach a deeper understanding of the barriers to the child's progress (difficulties).

Where needed Torre C of E Academy will consult and liaise with link professionals and other agencies, eg Speech and Language Service, Advisory Teachers, Educational Psychology Service, Health including Paediatricians, School Nurse Service, GPs and Social Services.

Torre C of E Academy's SENDCo coordinates assessments, guidance and support from the above agencies ensuring that families access the services, provision, resources and equipment their child needs.

Please see appendix A which has more details around the graduated response process at Torre.

8. How is this provision funded?



Who pays for this?

Provision for meeting the needs of pupils with special education needs is funded by the school's notional SEND budget.

The Headteacher decides on this budget in consultation with the school governors, on the basis of needs in the school. In addition, some pupils access Pupil Premium funding.

Pupils with complex special educational needs and/or disability who have an Education, Health and Care plan, have a personal top up budget monitored by the Local Authority for the provision of additional support to meet their special needs.

At Torre C of E Academy our capacity to provide a place for a child with significant complex needs will depend on whether the class is full and the existing level of need in the year group in which a place is sought.

The SEND budget is monitored by the Headteacher, governors and SENDCo and resources are allocated according to need.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



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

As well as interventions in communication, mathematics and literacy we offer other forms of support to enable pupils to learn effectively flourish and achieve their full potential. Pupils access this support following discussions with the class teacher, SENDCo or following advice from the Educational Psychology Service or other professionals.

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



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

At Torre C of E Academy we address emotional and social needs 1 to 1, in small groups and whole class sessions. Our staff are trained in the delivery of a PSHE programme. We also have Thrive trained staff who work with individuals and small groups to develop the social and emotional well-being.

We use a variety of approaches to teaching and learning, but developing key skills for life and the 'whole child' is at the heart of our curriculum. At the heart of our Character Education curriculum lie three core values: pursuit of academic excellence; the explicit teaching of learning to learn which includes the development of metacognition; and crucially, character development.

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



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

In the summer term special provision is made to prepare our children with additional needs for September. We ensure our pupils are carefully prepared for the oncoming changes to their school routine. Changes in staff and classroom or setting are negotiated through extra visits and additional time spent by the child with their future teacher.

Transition photo booklets are created for each family with a child with complex needs, one copy being held and referred to in school and one copy being given at an early stage to the family. Additionally meetings are held between all professionals supporting the child.

Y6 pupils have many opportunities to visit their secondary school and meet their Year 7 tutor. Additional meetings and discussions are organised between ourselves and the KS3 settings that our SEN pupils are joining. All SEN paperwork is passed on to the pupil's new school before they leave.

Should a child move from Torre C of E Academy to a Special School, or Special Provision in another mainstream school, transition arrangements are put in place to facilitate a smooth move between the two settings.

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



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

We offer several different nurture/emotional literacy based intervention groups led by a trained nurture practitioner. This may include pastoral support, Lego Therapy etc

We provide 1 to 1 and small group Thrive/Pastoral support for pupils in EYFS, KS1 and KS2.

13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

All Torre C of E pupils are welcome to attend extra-curricular clubs, residential visits, peripatetic lessons, school visits and out of school experiences, including Breakfast Club and Torrenadoz (after school club.) Examples of after school clubs at Torre include Cookery, Performing Arts, Knitting, Running, Kayaking, Netball, Football, Homework etc.

A full list of clubs that run each term will be circulated to families via email.

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



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

All pupils on the SEND Register have a personal plan (ISP) which is reviewed termly with their family, the child, their class teacher and the SENDCo at an SEND family meeting. The effectiveness of the provision is discussed and new targets are agreed, based on the progress, attainment and the interests of the child. Through termly SEND meetings, school and the child and their family can track their progress and review the effectiveness of their Individual Support Plan.

When pupils are achieving in line with their peers, additional support may no longer be needed.

For pupils with an Educational Need or Education Health Care plan, long term aims and specific objectives are reviewed in an annual meeting with the pupil, their family, Torre C of E Academy staff and outside professionals supporting the child, in addition to the termly SEND family meeting.

Our SENDCo is generally available to discuss any concerns with children and their families on a drop in basis or by appointment. She is also contactable at any hour through the admin email which is displayed on the school website.

Parents and carers are a vital tool for school as they know their child better than anyone. The parents of children with SEND are asked to complete a family voice questionnaire multiple times throughout the year to ensure we always have an up to date picture of their child. Some parents will be asked to complete a sensory profile for their child to make us aware of the sensory seeking and avoiding behaviours their child may display. This helps us to adapt the environment and activities to support children with sensory needs.

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



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

In addition to the termly SEND review meetings outlined above and the Annual Review meetings for pupils with an EHCP, our Special Needs Policy and SEND Information report are reviewed annually. At the annual review the SENDCo consults with pupils, families and staff.

We aim for transparency and an 'open door' policy so that families are confident to share feedback about the effectiveness of provision with class teachers, the SENDCo and the Headteacher.

Ofsted also inspects and reports on the provision, progress and attainment of pupils with additional needs. Torre C of E Academy's most recent inspections in July 2021 reported that :

"Teachers know pupils with special educational needs and/or disabilities (SEND) well. Staff provide effective support in lessons to help these pupils to learn. In early years, the curriculum is carefully structured to support children with SEND. The special educational needs coordinator (SENCo) is active in seeking out appropriate external support for pupils with SEND. "

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



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

Our SENDCo, teachers, learning support assistants and meal time assistants have a wide range of qualifications, training and experience of working with children with a diverse range of needs including:

- Autistic Spectrum Condition
- Speech and Language Disorders
- Social Interaction and Communication Difficulties
- Emotional Difficulties
- Emotional Attachment Disorder
- Cerebral Palsy
- Epilepsy
- Hearing and Visual Impairment
- Moderate Learning Difficulties
- Developmental Disorders
- Profound and multiple difficulties
- Physiotherapy

- Wheelchair use for disabled pupils
- Makaton

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



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

All pupils on our SEND Register have an Individual Support Plan which is reviewed termly with the child, their families, their class teacher and the SENDCo. The effectiveness of the provision detailed in the plan is discussed and new targets are agreed, based on the progress, attainment and interest of the child. In these Termly Review Meetings, school and parents can track pupil's progress and review the effectiveness of the child's plan.

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



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

The first person a family member should share any concerns they may have with is the child's class teacher. The class teacher may then arrange a joint meeting with the team leader, SENDCo or Headteacher. The family can request an appointment with the Headteacher or SENDCo by phoning 01803 324007.

The family support teacher can be contacted via torre.familysupport@acexcellence.co.uk

Information about procedures for making a formal complaint can be found on the school website or via the school office.

19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

If your child has a disability or a Special Educational Need and you would like more information about what we offer at Torre C of E Academy, contact us to arrange a visit, visit the school website www.torrecofeacademy.org or email us at admin@torrecofeacademy.org asking for the attention of the SENDCo (Vicki Thomas).

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



How do we work with everyone else to help you?

- Torre provides a wide range of services 'in house' in order to meet student's individual needs from: trained Thrive members of staff, first aid trained staff, pastoral support, SEND team and trained nurture staff. We also maintain close links with specialists such as visual and hearing advisors, specialist schools, local secondary schools, visiting school nurse, educational psychologists, speech and language support, social services and English as an additional language support.
- Sign post parents/carers to services as required
- Child protection officers and SEND lead, liaise closely with Children's Services as needed
- SENDCo liaises regularly with the Local Authority SEN Team
- Health and Social Care bodies are invited to contribute to all reviews of EHC plans

21. Arrangements for supporting children who are looked after by the local authority and have SEN



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

- Looked after Children receive regular support from our pastoral and nurture teams as needed
- PEP meetings are held every 6 months in school for all Looked After Children
- Our Deputy Safeguarding Lead attends all LAC reviews
- Where Looked After Children have SEN we invite foster carers, parents (if appropriate) and social workers to any relevant meetings. We try to combine PEP meetings with annual EHCP reviews where appropriate.

Accessibility Plan: [SEND \(Website\) - Google Drive](#)

<https://drive.google.com/drive/u/0/folders/10fCH8QmyQjpBcFzuVcbcNlyE31h8oYoE>

Appendix A

Graduated Response at Torre

Step one: Teacher has concerns over a child's learning/progress

- Consider the QFT offer this pupil is receiving
- Social, emotional and mental health (SEMH needs) Use the 'Reach2Teach' app to gain a better understanding of the behaviours and follow recommendations. Discuss AFIT assessment with SENDCO
- (SEMH) seek support and advice from the Harbour team
- Speech and Language concerns (SALT) discuss child with Mrs Thomas (SALT lead) to see if a SALT referral is required
- Raise concerns with your team at PPSM (pupil problem solving meeting) and follow recommendations
- Keep a record of attempt and feedback at PPSM
- Ensure your team leader is aware of concerns
- Mrs Thomas leads Dyslexia and Hearing support

(Families will be kept updated by the class teacher as concerns arise: parents' evenings, referrals etc.)

Step two: If the child does not show improvements raise with the SENDCO

- SENDCO will discuss the child with the team initially and find out what has been tried. Finding the barriers to learning are key. Assessments will be considered by SENDCO- dyslexia portfolio, Speech Language & Communication progression tool (SLC).
- SENDCO to observe the pupil and offer recommendations
- Follow recommendations and feedback (keep records)
- At this point the child may be listed on the Concerns register or the SEND register dependant upon findings

- If barriers are unclear the SENDCO will be seeking support from other professionals to identify this; Educational Psychologist (EP) , SALT, Occupational Therapy, outreach services.
- If a child sees an EP, an implementation plan is used to record the progress of these
- SENDCO will have a focus on these pupils during GROWTH days

(Families will be kept updated by the class teacher who will explain the reason for the SENDCO observation and share their findings)

Step three: child is identified as SEND

(A child with SEND is a child in need of individual adult support with differentiated/scaffolded planning, teaching and tasks. These children will progress at a significantly slower rate compared to peers)

- If pupil is identified as SEND a meeting will be held with the family, teacher and SENDCO. Individual Support Plan (ISP) is created.
- Family voice sheets/surveys are sent to the family and sensory sensitivity maps where appropriate
- Child is monitored more closely by the SENDCO at GROWTH days, through observations and by monitoring short term targets on an ISP termly.
- Plan/do/review cycle recorded more formally through ISP
- Termly SEND family meetings

(Families will be kept updated by the class teacher and SENDCO at termly family meetings and through further correspondence as and when deemed helpful.)

Step four: the child begins to meet the criteria for an EHCP;

- The progress of the child is discussed with the EP at the termly planning meeting
- The EHCP process is discussed with the family and information from the LEA page shared
- Further evidence is gathered and the RSA process begins
- If an EHCP is awarded an implementation meeting takes place with the class teacher, SENDCO and the family.
- Annual reviews take place alongside the 3 termly SEND family meetings