

SEND Information Report



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In this document we intend to explain how SEND is arranged at the Spires College. We will review and update this information report annually.

This information report should be read in conjunction with the SEND policy and Accessibility Plan.

1) How the Spires College approaches teaching children with SEND

All teachers are responsible for the progress of the students they teach, and all teachers use quality first teaching to ensure that all students, including those with SEND, are able to make good progress and to engage with all aspects of the curriculum. All staff have high expectations and work to support all students to ensure they are able to meet these. The SEND department works with teaching staff to ensure that information is shared that enables staff to effectively adapt their teaching for the needs of the students in their classes. In addition, teachers have a continuing professional development programme focused on Quality First Teaching and adaptive teaching giving them the skills to support students with all types of SEND.

In addition, we encourage all students to take part in all aspects of college life and ensure that students are supported so that they can take part in extra-curricular activities and trips.

As an inclusive college we have students with a range of needs that encompass all four broad categories of SEND:

Area of need:	Specific types of need:
Communication and interaction	SLCN (speech, language and communication needs), Autism.
Cognition and learning	SpLD (specific learning difficulty), dyspraxia, dyslexia, dyscalculia, MLD (moderate learning difficulty).
SEMH (social, emotional and mental health)	Anxiety, depression, eating disorder, ADD, ADHD etc.
Sensory and/or physical needs	Visual impairment, hearing impairment, multi-sensory impairment, physical disability

2) The Special Educational Needs and Disability (SEND) Department

The team that is responsible for coordinating provision for students who have been identified as having special educational needs is based in our SEND Department. We are confident in the effectiveness of our approach to working with all students to enable them to achieve; learning difficulties can vary greatly and we have a range of strategies in place to meet these needs.

The SEND department is purpose built and allows us to work with small groups of students as well as with individuals on a one-to-one basis. As far as possible, we work to ensure that our students are able to access mainstream classes, but the SEND Department is a place where students are able to come for reassurance and targeted educational support. Please read the college's Accessibility Plan, which gives further detail regarding the adaptation of resources and facilities ([click here to read the Accessibility Plan](#)).

Supported lunch and break times, which allow for quiet time with supervision and activities, are available for any student, should they wish or need it. This includes organised activities, a space to have lunch, a classroom with organised activities and a regulation room with a range of sensory resources.

We have a large team of Learning Support Assistants (LSAs) who work with students in the SEND Department and in classrooms across the college. The LSAs have a weekly session for training and CPD (continual professional development), and access to relevant courses and qualifications. The LSA team is rich in a variety of skills and knowledge to ensure that we are supporting our students to achieve and to become independent in education and life.

As part of the SEND provision at The Spires College we have two enhanced resource provisions: one for students with Autistic Spectrum Condition (ASC) and one for students with Hearing Impairments (HI). These provisions have local authority funded places to provide additional support and expertise to help students to access mainstream education.

Enhanced Provision for Hearing Impairment

As part of this provision, we have a Hearing Support Centre led by the Local Authority Advisory Teacher, Mr Lee Fullwood, who is a specialist teacher of the deaf, and LSAs with training and experience that allows us to offer specialist support for students with hearing impairments.

Where necessary, we tailor educational programmes for individuals that include regular lessons and interventions delivered by Mr Fullwood. The Hearing Support Centre is set up especially for use with students with hearing impairments and the college operates a FM system linked to hearing aids to ensure that our students with hearing loss can access mainstream lessons.

Enhanced Provision for Autistic Spectrum Condition

This provision is led by an ASC manager and has LSAs with training and experience that allows us to offer specialist support for students on the Autistic Spectrum who would otherwise struggle in a mainstream school. Places in our enhanced provision are allocated via the local authority SEND Team. Students must have an EHCP and a full ASC diagnosis. For further details, please contact the SEND Team at Torbay Local Authority or our SENDCo.

Foundation learning

In order to ensure that all students are able to access a full and balanced curriculum and to allow progression according to ability we offer additional support to some groups within the college.

In year 7 and year 8 our students who are working significantly below age related expectations are taught in a primary school style classroom with a specialist teacher. The focus is on English/Literacy and Maths/Numeracy. They will receive additional literacy and numeracy sessions in place of studying a language. There are also dedicated and specially trained LSAs who support the teaching in these groups. Students join the rest of the year group for Science, PE, Design Technology, Creative Arts and Humanities lessons.

In Key Stage 4, students can choose to continue additional literacy and numeracy sessions in place of a GCSE option. The SEND team communicate with parents/carers and students for whom this may be helpful.

3) How SEND is identified and the graduated response

At The Spires College we use the following criteria to identify SEND:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her".

SEND Code of Practice (2015).

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she –

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

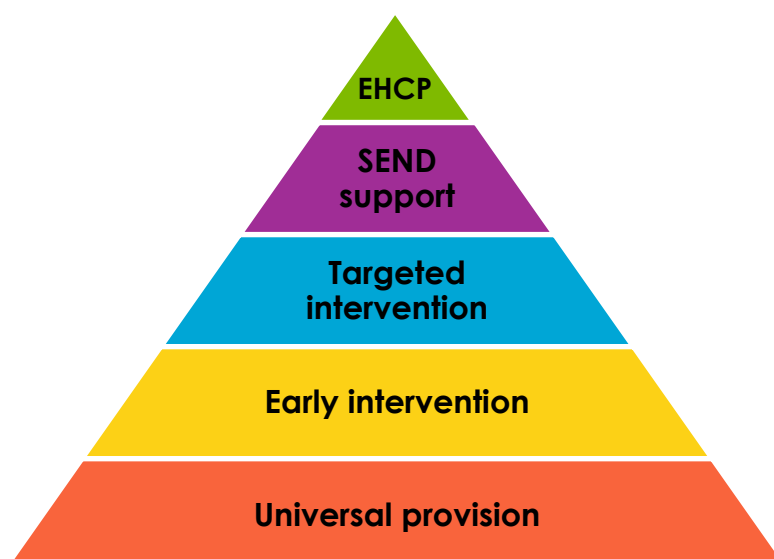
(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Children and Families Act (2014).

Where a student is highlighted as possibly having SEND the SEND team will gather information from teachers, form tutors, students and/or parents/carers. Further information is then collected to identify any difficulties a student may be having in lessons including an observation by a member of the SEND team; staff will also use information such as progress data, information from screening such as CATS testing or NGRT data. A graduated response is then followed in order to ensure the correct support is put in place where necessary. On occasion it may be necessary for further referrals to be made.

The Spires College graduated response.

The graduated response is the process that takes place when concerns about a possible special educational need is raised. We have developed our graduated response documents in line with the Torbay SEND local offer ([click here to view the local offer](#)).

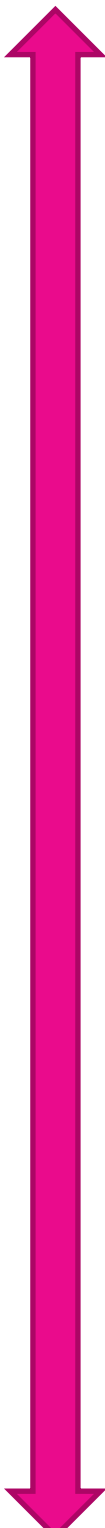


Graduated response: communication and interaction



	Provision
EHCP	<ul style="list-style-type: none"> Place in enhanced provision. LSA support. Targeted interventions in line with plan. External agencies involved e.g. health and social care.
SEND support	<ul style="list-style-type: none"> Named key worker with regular check ins. Planned movement breaks Use of visuals to support understanding. Use visual timetables, prompts and checklists Break tasks down into manageable chunks Use of social stories. Regulation plan Exit card Visual timers / count downs Now, Next, Then prompts Use of sensory room. Learning passport Provide 'scaffolding' for talking (e.g., talk prompts, key phrases) and writing (e.g., writing frames, word mats) Pre-teaching sessions Homework support Use of a laptop/reader/scribe Social skills intervention SEND homework club Emotional literacy intervention Life skills sessions
Targeted intervention	<ul style="list-style-type: none"> Planned movement breaks Use of visuals to support understanding. Break tasks down into manageable chunks Exit card Use of sensory room. Visual timers / count downs Now, Next, Then prompts Learning passport Use of blutack as a fidget. Provide 'scaffolding' for talking (e.g., talk prompts, key phrases) and writing (e.g., writing frames, word mats) Use of a laptop
Early action	<ul style="list-style-type: none"> Use of visuals to support understanding. Break tasks down into manageable chunks Plan for transitions and give prior warning of change Strategies shared with teachers and staff within the school. Day to day/regular check ins with a key adult. Onward referral: Checkpoint, MHST, Christian Linx, school counsellor. MTS outreach sessions Study periods/ EBSA support Thrive 1:1 emotional resilience intervention 1:1 anxiety intervention 1:1 behaviour intervention Manage support from outside agencies e.g. Proud2Be, intercom trust, checkpoint. Transition support (MHST) Some in lesson support as needed. Early Help referrals EBSA Family support worker Anger management intervention Attendance support Home visits Attend TAFs/Early Help meetings
Universal provision	<ul style="list-style-type: none"> Have a supportive ethos and environment which promotes neurodiversity. Have processes in place which promote student voice. Quality First Teaching. Access to student support as needed Check ins with trusted adult as needed. Support for students to manage events and incidents as needed Form tutor providing daily check in and support.

Graduated response: Cognition and learning



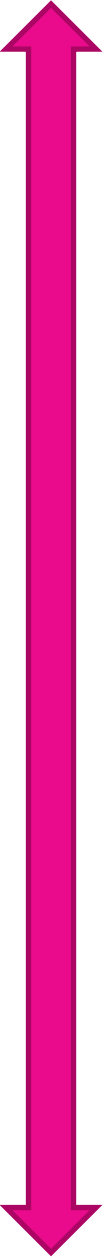
	Provision
EHCP	<ul style="list-style-type: none"> • Place in enhanced provision. • LSA support • Targeted interventions in line with plan. • External agencies involved e.g. health and social care.
SEND support	<ul style="list-style-type: none"> • Named key worker with regular check ins. • Use visual timetables, prompts and checklists • Break tasks down into manageable chunks • Now, Next, Then prompts • Learning passport • Provide 'scaffolding' for talking • Pre-teaching sessions • Homework support • Use of a laptop/reader/scribe • Use precision teaching: Breaking down complex skills or behaviours into smaller components • Pre-teaching key knowledge, skills and vocabulary. • Literacy interventions e.g. phonics, comprehension etc. • Touch typing intervention. • Spelling intervention • Handwriting intervention. • Additional literacy and numeracy sessions.
Targeted Intervention (TI)	<ul style="list-style-type: none"> • Planned movement breaks • Use of visuals to support understanding. • Break tasks down into manageable chunks • Exit card • Now, Next, Then prompts • Learning passport • Provide 'scaffolding' for talking (e.g., talk prompts, key phrases) and writing (e.g., writing frames, word mats) • Use of a laptop/reader/scribe • Repetition of key information. • Provide alternative ways to record work. • Touch typing intervention. • Lexia tutor group. • Use precision teaching: Breaking down complex skills or behaviours into smaller components.
Early intervention	<ul style="list-style-type: none"> • Break tasks down into manageable chunks • Plan for transitions and give prior warning of change • Strategies shared with teachers and staff within the school. • Provide alternative ways to record work. • Repetition of key information. • Lexia tutor group.
Universal provision	<ul style="list-style-type: none"> • Have a supportive ethos and environment which promotes neurodiversity. • Have processes in place which promote student voice. • Quality First Teaching.

SEMH graduated response



	Provision
EHCP	<ul style="list-style-type: none"> • LSA support • Targeted interventions. • Referral for mental health support: counsellor, MHST or checkpoint.
SEND support	<ul style="list-style-type: none"> • Named key worker with regular check ins. • Use visual timetables, prompts and checklists • Exit card • Use of sensory room. • 5 point scale. • Now, Next, Then prompts • Learning passport • Place in EBSA classroom/EBSA plan created. • Referral for mental health support: counsellor, MHST or checkpoint. • Emotional literacy intervention. • Thrive • Anger management intervention. • Mentoring sessions with key adult.
Targeted intervention (TI)	<ul style="list-style-type: none"> • Planned movement breaks • 5 point scale • Exit card • Learning passport • Repetition of key information. • Referral for mental health support: counsellor, MHST or checkpoint. • Thrive
Early intervention	<ul style="list-style-type: none"> • Plan for transitions and give prior warning of change • Strategies shared with teachers and staff within the school. • Provide alternative ways to record work. • Repetition of key information. • Referral for mental health support: counsellor, MHST or checkpoint.
Universal provision	<ul style="list-style-type: none"> • Have a supportive ethos and environment which promotes neurodiversity. • Have processes in place which promote student voice. • Quality First Teaching. • Referral for mental health support: counsellor, MHST or checkpoint.

Sensory and physical



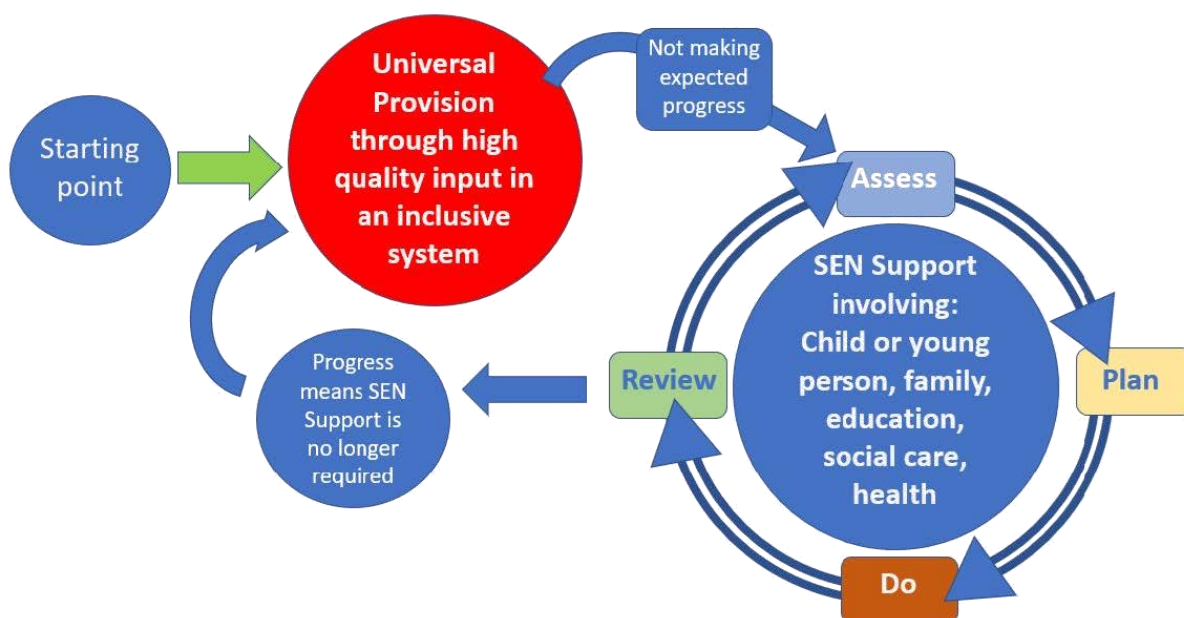
	Provision
EHCP	<ul style="list-style-type: none"> • Place in enhanced provision. • LSA support • Targeted interventions in line with plan. • External agencies involved e.g. health and social care. • Support from specialist teacher.
SEND support	<ul style="list-style-type: none"> • Named key worker with regular check ins. • Exit card • Use of sensory room. • Learning passport • Care plan as needed. • Liaise with other professionals to create a clear plan e.g. physio, OT etc. • Leave 5 minutes early to avoid busy corridors. • Risk assessment as needed. • Supported break and lunch. • Provision of specialist equipment as needed. • Adapted resources. • Support from specialist teacher.
Targeted intervention (TI)	<ul style="list-style-type: none"> • Planned breaks as needed • Exit card • Learning passport • Repetition of key information.
Early intervention	<ul style="list-style-type: none"> • Plan for transitions and give prior warning of change • Strategies shared with teachers and staff within the school. • Provide alternative ways to record work. • Repetition of key information.
Universal provision	<ul style="list-style-type: none"> • Have processes in place which promote student voice. • Quality First Teaching.

The SEND register is reviewed termly through meetings with the relevant Head of Year and updated accordingly. Data is reviewed termly after each data drop with Heads of Department where necessary; this information is then used to identify any students who may need additional support.

4) How provisions are evaluated for effectiveness

In order to ensure students have the most appropriate and effective support throughout their time at The Spires College, as part of the graduated response, we follow the 'assess-plan-do-review' cycle. All provisions are measured with an entry assessment, mid-point assessment and exit assessment; and progress is tracked using provision mapping software. The SENDCo oversees all targeted provisions and meets with every half term to review the children receiving provisions.

For students with an EHCP we review the targets from their EHCP three times a year including as part of their annual review. For students with SEND support their provision is reviewed three times a year.



During the year the SENDCo reports on SEND to the senior leadership team and meets with the designated SEND governor.

5. How children with SEND's progress is monitored.

We assess students' progress termly through our assessment cycle and this information is shared with parents as part of students' progress report. In addition, parents are invited to attend tutor evening and parents evening. Our SENDCo is available to speak to parents about their child's progress at these events or at our SEND drop-in sessions. For children who struggle to make progress targeted interventions are put in place to support them. These interventions are mapped and evaluated through provision mapping software.

6. Adaptations to improve access for students with SEND

We have high expectations of all our students and teachers work hard to ensure they deliver high quality lessons that are adapted to suit the needs of all students. SEND information is easily available through class charts with clear information about students' needs and strategies to support them in lessons.

Resources are allocated according to need and impact. Students with an EHCP have resources allocated to them in line with the provision set out in their EHCP and which help students to meet their targets.

Some students may need access arrangements for exams such as extra time, a reader, a scribe, etc. We gather evidence of need and allocate these arrangements where they represent a student's normal way of working and in line with the JCQ (Joint Council for Qualifications) guidelines. We then apply for these arrangements through the JCQ as needed. Letters are sent to parents of students who will receive access arrangements in the summer term of year 10.

The work of the SEND team also extends to ensuring that students with a long or short-term illness or disability can access the full curriculum. This may be simply ensuring that wheelchair access is available to all classrooms, liaising with colleagues in various health teams to ensure we understand medical needs, or supporting the student in a lesson or around the college. We are flexible and innovative in our approach to ensure that all students can access lessons in college as much as possible, achieving their full potential. A differentiated curriculum is provided where necessary in full consultation with medical and health professionals and parents/carers.

Students with SEND are encouraged to take part in activities such as school trips and extra-curricular clubs and events. Staff will liaise with parents/carers and where necessary external services for support and equipment to make these activities accessible for all.

7. Parental voice at The Spires College

At The Spires College we recognise the crucial role parents/carers play in supporting their children's education. Regular communication with parents allows school and home to work in partnership to support our students with SEND. Members of the SEND team are available at parents' evenings, tutor evening and options evenings to provide opportunities for feedback and discussion of pupil progress and support. In addition, a drop-in session is available fortnightly for parents/carers to speak to a member of the SEND team about any concerns they may have.

Parents can consult with the school in the following ways:

- By making an appointment with a member of the SEND team.
- At tutor evening.
- At parents' evening.
- Annually at the EHCP review.
- By attending a SEND drop-in session.

8 Student Voice at The Spires College.

At The Spires College we recognise the importance of listening to our students. In the SEND department we strive to gather the views of students accessing the department and use these ideas to inform any changes we make. Students have the opportunity to apply for leadership roles within the college such as membership of the school council. Students with SEND are encouraged and supported to undertake these roles.

Students are encouraged to give their views and attend annual review meetings in order for them to contribute positively to discussions about the support they receive in college.

9 Transition Arrangements at the Spires College

At The Spires College we recognise the importance of transition and the significance of these transition points in the lives of our students and their families.

For students joining the college in Year 7 they will have a number of opportunities to visit the college, meet staff from the SEND team and complete activities in college. They will also have the opportunity to take part in our summer school which provides students with the opportunity to meet staff, spend time in college and with their new classmates.

To help support students' progress through the phases of their education and ensure a smooth transition, our SENDCo is available at our GCSE Options Evening for Year 8 students and their parents/carers and liaises with our Director of Sixth Form and other local post 16 providers. For those leaving the college to go on to new things we have developed good relationships with our local colleges and can support students in their transition to the next stage of their education.

10 The expertise and training of staff in relation to students with SEND

The SENDCo has the National Award for SEND Coordination and a master's degree in Special Educational Needs and Inclusion. The department also includes an assistant SENDCo and SEND Support Officer who both have extensive experience working with students with SEND. We also have two specialist teachers working within the department: a specialist teacher of the deaf; and a specialist SEND teacher. The department also has two trained ELSAs (Emotional Literacy Support Assistants) who lead on the delivery of interventions within the department.

11 The use of other specialist agencies to support children with SEND at the Spires College.

The Spires College is supported by a large number of colleagues in education, health and care and works collaboratively with them to support children with SEND.

Please [click here](#) to find out more about the services in Torbay for children and young people with a Special Education Need (SEN) or Disability.

12 Arrangements for handling complaints about provision for a child's SEND needs.

The Spires College uses a three-stage approach to addressing a parental complaint. In the first stage an informal meeting is arranged with a member of the SEND team to discuss and try to resolve the issue. In the second stage of the process a written complaint should be submitted with details of relevant dates, times and the names of any witnesses of events. This stage will be managed by the Principal or a member of the senior leadership team. In the third stage the complaint will be heard by a review panel.

For further details of this process please see the college complaints policy ([click here](#)).

13 The SENDCo

Katherine Hurst is the SEND Coordinator at The Spires College.

She can be contacted by email: send@thespirescollege.com

For information about the Special Educational Needs and/or Disabilities Information, Advice and Support Service for Torbay, please use the following link:

<http://sendiasstorbay.org.uk/> (link is external)