

SEND Information Report

Academic Year 2026–2027

Key contact	Details
SENDCo	Mrs Zoe Baring – BA (Hons), PGCE Secondary English, National Award in SEND Coordination (PGCert) zbaring@plymstockschool.org.uk
Deputy SENDCo / Post-16 Link	Mrs Kim Bradley – kbradley@plymstockschool.org.uk
Assistant SENDCo – KS3 (Transition/Years 7–9)	Mrs Hazel Hughes
Assistant SENDCo – KS4 (Years 10–11)	Mrs Elaine Whitehead – includes Exam Access Arrangements ewhitehead@plymstockschool.org.uk
SEND Team Lead – Year 7	Mrs Hazel Hughes
SEND Team Lead – Year 8	Mrs Jess Ridholls
SEND Team Lead – Year 9	Vacancy / interim allocation All Year 9 SEND enquiries should be made through the SEND Administrator/SENDCo
SEND Team Leads – Years 10–11	Mrs Elaine Whitehead and Mrs Elly Wright ewhitehead@plymstockschool.org.uk ewright2@plymstockschool.org.uk
SEND Team / Administrator	Mrs Sarah Tomlin – SEND@plymstockschool.org.uk 01752 402679
Community Council link	Tom Kegode

This report explains how Plymstock School identifies and supports students with special educational needs and disabilities (SEND). It should be read alongside the SEND Policy, Accessibility Plan, Medical Conditions Policy, Safeguarding and Child Protection Policy, Behaviour and Attendance policies and Complaints Policy.

The report is reviewed annually and updated during the year when significant information changes.

1. What kinds of SEND do we provide for?

Plymstock School is a mainstream secondary school. We aim to provide an inclusive education in which barriers are identified early and provision is matched to individual need.

The SEND Code of Practice groups special educational needs into four broad areas. A student may have needs across more than one area:

- Communication and interaction – including speech, language and communication needs and autism.
- Cognition and learning – including moderate learning difficulties and specific learning difficulties such as dyslexia and dyspraxia.
- Social, emotional and mental health – including needs that may present through anxiety, emotional regulation, attention, engagement or behaviour.
- Sensory and/or physical needs – including visual impairment, hearing impairment, physical disability and sensory needs.

English as an additional language is not, in itself, a special educational need. Where a student has EAL and SEND, both areas of need are considered.

2. How do we identify and assess SEND?

Plymstock School uses a graduated approach: Assess – Plan – Do – Review. Identification is based on a range of evidence rather than a single test, diagnosis or threshold.

- Information from students, parents/carers, previous settings and transition records.
- Teacher assessment, progress information, attendance, engagement, behaviour and participation.
- Reading and literacy assessment, including NGRT and follow-up diagnostic assessment where appropriate.
- Intervention entry and exit information and evidence of response to provision.
- Observation, student voice and information about barriers to learning.
- Advice or assessment from relevant external professionals where required.

A diagnosis does not automatically mean that a student requires SEN Support, and a student does not need a diagnosis before appropriate support or reasonable adjustments can be considered. The key question is whether the student has a learning difficulty or disability requiring special educational provision that is additional to or different from that made generally for others of the same age.

3. What does the graduated response look like?

Universal and inclusive provision: High-quality teaching, adaptive teaching, predictable routines, appropriate scaffolding and reasonable adjustments are the starting point for all students.

Monitoring (M): Students whose needs can currently be met through universal provision but who require specific teacher awareness may be monitored. Monitoring is not the same as being recorded as SEN Support.

SEN Support (K): Where a student requires special educational provision additional to or different from that ordinarily available, provision is planned through Assess–Plan–Do–Review. Outcomes, adjustments and provision are reviewed with the student and parent/carer.

Education, Health and Care Plan (E): For students with an EHCP, the school secures the special educational provision specified in the plan and contributes to the statutory review process.

Students may move on or off SEN Support as needs change. Decisions are evidence-informed and made with the student and parent/carer.

4. How do we teach, adapt and provide additional support?

Teachers remain responsible and accountable for the progress and development of students in their classes, including where a student receives additional support from a teaching assistant or specialist member of staff.

- Know Your Class information and individual student plans/profiles help teachers anticipate barriers and understand effective strategies.
- Predictable classroom routines and the school's teaching and learning procedures support a calm, accessible learning environment.
- Adaptive teaching may include explicit instruction, modelling, checking for understanding, guided practice, scaffolding, adapted resources and reasonable adjustments according to need.
- Additional adults are deployed to promote access, participation and independence rather than create dependency.
- Targeted interventions are matched to assessed need, have intended outcomes and are reviewed for impact.

Reading and literacy are treated as curriculum access issues. Screening and diagnostic information are used to identify barriers and match students to appropriate provision. Intervention may also address communication and interaction, emotional regulation, social understanding, independence, study skills or other identified outcomes.

5. Our SEND Inclusion Offer

Our SEND Inclusion Offer is organised around identified need. The aim is to provide timely, targeted and specialist support that enables all students to participate successfully in mainstream education, achieve positive outcomes and develop independence. Provision is reviewed regularly and adjusted according to assessed need, progress made and intended outcomes.

Access to an intervention programme, pathway or specialist provision does not, by itself, determine a student's SEN status and does not replace entitlement to a broad, balanced and ambitious curriculum.

The school provides a graduated range of support across the four broad areas of SEND:

Cognition and Learning

Provision may include:

- Literacy interventions.
- Numeracy interventions.
- Reading fluency programmes.
- Homework support.
- Memory and study skills interventions.
- Pre-teaching and post-teaching of key concepts.
- Small group teaching.
- Access to laptops and assistive technology.
- Reading, spelling and specialist assessments where appropriate.
- Adapted curriculum pathways and targeted academic support. based on identified need.

Communication and Interaction

Provision may include:

- Social communication groups.
- Autism-informed support and structured teaching approaches.
- Speech and language interventions.
- Social skills programmes and activities.
- Pre-teaching and post-teaching to support understanding and participation.
- Independence and life-skills development.
- Small group teaching.
- Communication resources and visual supports.
- Advice and support from specialist external professionals where appropriate.

Social, Emotional and Mental Health (SEMH)

Provision may include:

- Emotional regulation programmes and strategies.
- Mentoring and key adult support.
- Anxiety support.
- Check-in and check-out systems.
- Support for emotionally based school avoidance (EBSA).
- Therapeutic group interventions.
- Restorative conversations and restorative approaches.
- Access to safe spaces and wellbeing support.
- Counselling and targeted support groups where appropriate.
- Attendance and engagement support.
- Assessment and monitoring of social, emotional and mental health needs.

Physical and Sensory Needs

Provision may include:

- Sensory regulation strategies and resources.
- Medical needs support.
- Fine and gross motor interventions.
- Occupational therapy and physiotherapy programmes.
- Assistive technology and specialist equipment.
- Examination access arrangements.
- Personal care support.
- Accessibility adaptations.
- Reasonable adjustments to learning, the curriculum and the school environment.
- Advice and support from specialist sensory and health professionals.

In addition to school-based support, the SEND team works closely with a range of external agencies and professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Communication and Interaction specialists, sensory support services and health professionals. This collaborative approach helps ensure provision is appropriately matched to individual needs and supports positive outcomes for all learners.

Students may access support from one or more areas according to their individual needs. Provision is delivered through a graduated approach, beginning with high-quality adaptive teaching and moving to targeted and specialist interventions where required. Regular review ensures that support remains appropriate, effective and focused on enabling progress, participation and independence.

6. How do we assess, review and evaluate progress?

Students on the SEND register have an individual plan/profile communicating strengths, identified barriers, reasonable adjustments and provision. Student and parent/carers' views are integral to planning.

Plans are reviewed through Assess–Plan–Do–Review and updated when needs or provision change. For students with EHCPs, the Annual Review evaluates progress towards outcomes, the continuing appropriateness of provision and any changes required.

We evaluate the effectiveness of SEND provision by considering:

- Progress towards individual and EHCP outcomes.
- Academic progress and access to the curriculum.
- Reading and literacy progress where relevant.
- Attendance, participation and successful reintegration.
- Behaviour, regulation, wellbeing and sense of belonging.
- Student and parent/carer views.
- Independence and preparation for adulthood.
- Intervention entry and exit information and whether provision should continue, adapt or cease.
- Quality assurance of classroom practice and impact of reasonable adjustments.

7. How are parents and carers involved?

Parents and carers are key partners. We aim to communicate clearly, listen to concerns, share information about provision and involve families in decisions about support.

- Direct contact with the relevant SEND Team Lead or SEND leadership team.
- Contribution to individual plans/profiles and reviews.
- Parents' evenings, progress reporting and SEND-specific meetings or surgeries. A SEND Surgery is a friendly advice session where parents and carers can talk to SEND professionals about concerns relating to their child's special educational needs or disabilities, ask questions, and get guidance on available support and services.
- Annual Reviews for students with EHCPs.
- Opportunities to provide feedback on SEND provision and family experience.

Concerns should be raised early with the member of staff closest to the issue. Depending on the concern, this may be a subject teacher/leader, tutor, pastoral team, SEND Team Lead or member of the SEND leadership team.

8. How are students involved?

We value the lived experience and views of students with SEND. Students are supported to express their views in ways appropriate to their age, communication and understanding.

- Student voice informs individual plans/profiles, target setting and reviews.
- Views are sought before and after targeted interventions.
- SEND student voice is considered through whole-school quality assurance and SEND-specific activity.
- Students are encouraged to identify what helps them learn, what creates barriers and what increases their independence and sense of belonging.

9. How do we support attendance, emotional wellbeing and belonging?

Attendance, SEND, safeguarding and emotional wellbeing are considered together where appropriate. The SEND team works with pastoral, attendance and safeguarding colleagues to understand barriers to attendance and participation and to identify appropriate support.

Persistent or emerging non-attendance for a student with SEND triggers review of need, provision and reasonable adjustments. Where reduced or alternative arrangements are considered, they are subject to appropriate safeguarding, review, reintegration planning and current statutory guidance.

Students have access to pastoral and wellbeing support. Referrals to external services are made where needs and service criteria indicate this is appropriate. Bullying is not tolerated; reasonable adjustments and targeted support are considered where disability or SEND affects vulnerability, communication, emotional regulation or a student's ability to report concerns.

10. How do students with SEND participate in school life?

We aim to enable students with SEND to participate in the curriculum, trips, residential experiences, clubs, physical activities and wider school life alongside their peers. We identify and make reasonable adjustments where needed so that disability or SEND does not create avoidable disadvantage.

The school considers individual access requirements when planning activities. Risk assessment is used to support safe inclusion rather than as an automatic reason for exclusion.

11. Accessibility, equipment and facilities

Plymstock School must not treat disabled students less favourably because of disability and has a duty to make reasonable adjustments.

Admissions: Students with disabilities are considered through the school's published admissions arrangements. Disability or SEND is not used as a reason to treat an applicant less favourably. Where a student has an EHCP, admission is governed by the statutory EHCP placement process.

Facilities, equipment and access: The school considers a range of accessibility requirements, including physical access to buildings and facilities, disabled parking, accessible toilets, lift access, sensory spaces, specialist equipment, assistive technology, safe spaces, sensory needs, communication support, and access to information according to individual needs.

Specialist advice is sought where required, and appropriate resources are secured in line with assessed needs, professional recommendations, and statutory requirements.

The school's Accessibility Plan sets out how, over time, we will increase participation in the curriculum, improve the physical environment and improve access to information for disabled students. Parents wishing to discuss accessibility or SEND arrangements prior to admission should contact the SENDCo.

12. Staff expertise and specialist support

Staff development is used to strengthen inclusive classroom practice and specialist knowledge. SEND is integrated into teaching and learning development and role-specific training.

- Graduated approach and identification of SEND.
- Adaptive and responsive teaching.
- Effective deployment of teaching assistants and additional adults.
- Literacy and specific learning difficulties.
- Communication and interaction, including autism.
- SEMH, regulation and relational practice.
- Sensory/physical needs and individual medical or accessibility training.

- Exam Access Arrangements and relevant JCQ requirements.
- Safeguarding, child protection and first aid as appropriate to role.

Where school-based assessment and provision indicate that specialist expertise is required, the school may seek advice from external professionals. This may include Educational Psychology, Communication and Interaction services, Speech and Language Therapy, Occupational Therapy, sensory/physical advisory services, CAMHS and other health services, School Nursing, Early Help, attendance services, careers services, specialist outreach and alternative provision.

13. Transition and preparation for adulthood

Year 6 to Year 7

- Early liaison with feeder primary schools and families.
- Transfer of SEND information, plans, professional reports and successful strategies.
- Enhanced transition activity where individual need indicates this would be beneficial.
- Opportunities for students and families to become familiar with key staff, routines and spaces by visiting the school site.
- Early review following entry where provision requires adjustment.

Key Stage 3 to Key Stage 4

Option choices are supported through curriculum, careers, SEND and pastoral processes. For students with EHCPs, preparation for adulthood and future pathways are considered through the statutory review.

Year 11 to Post-16

Post-16 transition is planned with students, families, careers staff and receiving providers. For students with EHCPs, transition planning forms part of the Annual Review process. We aim to support students with SEND towards sustained education, employment or training and increasing independence.

14. Exam Access Arrangements

Exam Access Arrangements may be appropriate where they are required to remove a substantial disadvantage in examinations. Arrangements are determined in accordance with the current JCQ regulations and must be supported by the required evidence. Evidence may include a student's normal way of working, teacher information, appropriate assessment and relevant professional information. An EHCP or diagnosis does not automatically guarantee a particular access arrangement.

KS4 SEND leadership includes responsibility for coordinating Exam Access Arrangements.

15. Working with other agencies and support for families

We work with health, social care, local authority services, voluntary organisations and specialist services where this is appropriate to the student's needs. Involvement depends on individual need, service criteria and availability and is normally undertaken with parent/carer involvement.

- Educational Psychology Service.
- Communication and Interaction Team.
- Speech and Language Therapy and Occupational Therapy.
- Hearing, visual and physical/sensory advisory services.
- CAMHS and other health services, including School Nursing.

- Early Help and multi-agency services.
- Education Welfare / attendance services.
- Careers services.
- Alternative provision and specialist outreach services.
- Plymouth Information, Advice and Support for SEND (PIAS).

PIAS provides impartial information, advice and support to children and young people with SEND and their parents/carers. Current contact information is available through the Plymouth SEND Local Offer and PIAS service.

[SEND Local Offer - Plymouth Online Directory](#)

[Plymouth Information Advice and Support for SEND. - Supplying you with information, advice and support](#)

PIAS 01752 258933 pias@plymouth.gov.uk

16. Funding and allocation of resources

SEND resources are allocated according to assessed need, relevant professional advice and statutory requirements. Funding may support staffing, interventions, specialist advice, training, equipment, accessibility and inclusive provision. Deployment is reviewed during the year as student needs change.

17. Complaints and resolving concerns

Most concerns are best resolved through early discussion. Parents/carers should initially contact the member of staff most directly involved, such as the subject or pastoral team or SEND Team Lead. SEND-specific concerns can be escalated to the SEND leadership team and SENDCo.

If concerns remain unresolved, parents/carers should use the school's published Complaints Policy. Independent information, advice and support is available through Plymouth Information, Advice and Support for SEND (PIAS). Concerns about an EHCP decision or local authority statutory process may have separate routes of challenge or appeal.

18. Plymouth Local Offer and further information

The Plymouth Local Offer provides information about education, health and care services and support available to children and young people with SEND and their families. The school website signposts families to the Local Offer and to Plymstock School's SEND information and policies.

[Plymstock School - SEND](#)

This report should be read alongside the school's SEND Policy, Accessibility Plan, Medical Conditions Policy, Safeguarding and Child Protection Policy, Behaviour and Attendance policies and Complaints Policy.

19. Review and publication

This SEND Information Report applies to the 2026–27 academic year. It is reviewed at least annually and significant changes to the information are updated as soon as practicable.

Prepared by: Zoe Baring, SENDCo

Review date: September 2027, or earlier if significant school arrangements or statutory requirements change.