

Plymstock School - SEND INFORMATION REPORT (SIR)

Updated September 2025

SENDCo: Mrs Zoe Baring **SENDCo Qualifications:** BA (Hons) English with Education Studies, PGCE Secondary English, The National Award in SEND Coordination (PGCERT)

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School Offer link: <https://plymstockschool.org.uk/plymstock-schools-offer-for-sen/>

1. INFORMATION ABOUT PLYMSTOCK SCHOOL'S SEND POLICY

The Special Educational Needs and Disability (SEND) Policy has specific objectives aimed at identifying students with special educational needs and disabilities and ensuring that their needs are met, in line with the duties set out in the Equality Act 2010 and the SEND Code of Practice.

A student is considered to have special educational needs if they have a learning difficulty or disability that requires special educational support beyond what is typically available to pupils of the same age.

This support may be needed for a temporary period or on a long-term basis. We identify students as having a special educational need if they:

- a) Experience much greater challenges in learning compared to most students of the same age, or;
- b) Have a disability that makes it difficult for them to use the facilities typically available to peers of the same age in regular schools or post-16 institutions.

2. THE KINDS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) FOR WHICH PROVISION IS MADE AT PLYMSTOCK SCHOOL

The SEND Code of Practice (2015) outlines four key areas of need:

1. ****Communication and interaction**** - This includes needs related to speech, language, and communication, as well as conditions like Autism Spectrum Disorder.
2. ****Cognition and learning**** - This covers specific learning difficulties, such as Dyslexia and Dyspraxia, as well as moderate learning difficulties like Auditory Processing Difficulties.
3. ****Social, mental, and emotional health**** - This area includes conditions such as Attention Deficit Hyperactivity Disorder (ADHD) and Attachment Disorder.
4. ****Sensory and/or physical needs**** - This encompasses issues like Visual and Hearing Impairments, as well as support for wheelchair users.

It is important to note that having a different home language does not mean a student has a learning difficulty. These students are typically categorised and supported as EAL (English as an additional language).

We follow the SEND Code of Practice (2014), updated in January 2015, to guide our responsibilities towards all students with Special Educational Needs and Disabilities (SEND). We also ensure that parents and carers are kept informed about the provisions being made for their child.

3. ARRANGEMENTS FOR CONSULTING WITH PARENTS OF STUDENTS WITH SEND

Every student with special educational needs or disability (SEND) will have a specific person in the Learning Support team that parents can talk to about their child's needs. The Learning Support Department is easy to reach and welcomes parents to contact them anytime, whether in person, by email, phone, or Teams.

SEND Team Leader for **Y7** students— **Mrs Karen Fenwick (Assistant SENDCo)**

kfenwick@plymstockschool.org.uk

SEND Team Leader for **Y8** students — **Mrs Sarah Platten-Higgins**

SPlatten-Higgins@plymstockschool.org.uk

SEND Team Leader for **Y9** students— **Mrs Jasmin Decourcey**

jdecourcey@plymstockschool.org.uk

SEND Team Leader for **Y10** students— **Mrs Elly Wright**

ewright2@plymstockschool.org.uk

SEND Team Leader for **Y11** students—**Mrs Elaine Whitehead**

ewhitehead@plymstockschool.org.uk

SEND Administrator - **Mrs S Tomlin**

SEND@plymstockschool.org.uk

SEND TEAM telephone: 01752 402679

We fully appreciate the important role of parents and caregivers. We seek to work closely with them, respecting their role in their child's education. We encourage parents to collaborate with the school and other helpers to quickly identify and meet their child's needs. Twice a year, we send Progress Check reports that give information about how students are progressing academically.

For students with SEND, the Learning Support Department also monitors their progress. We have several meetings and events, including Parents' Evenings and Learning Support presentations, to support and understanding of how things are going and what is in place. Every student with SEND has an Individual Learning Plan (ILP), and we ask parents to help create it. At Plymstock School, we aim to support parents so they can:

- Feel supported when they have concerns about their child
- Understand their responsibilities and be actively involved in their child's education
- Know how things work and the documents they need to see
- Share their thoughts about their child's progress.

3.1 STATEMENT ON PARENTS'/CARERS' VIEWS AND CONCERNS

It is really important for us to hear what parents and carers think, feel and experience. You know your child best, and we need to talk openly with you to help your child to do well. Your child might have a special book to share important messages with you, or you could have email addresses to reach their teachers. You may want to talk to the special educational co-ordinator or SEND year team leader often. There will also be opportunities for student and parental feedback, along with SEND surgeries so that you can share your views. We want to help and listen to you because we all want the same thing: for your child to be prepared to be successful in their lives, to build resilience and independence, contributing positively to their communities and with choices around their next steps.

3.2 HOW WE SUPPORT A PARENT/CARER TO SHARE VIEWS/CONCERNS AND WORK WITH US

How we support a parent/carers to share views/concerns and work with us.

The School values the relations it enjoys with parents and the community. These are based on mutual respect and a willingness to listen to other points of view. Concerns may be raised with: the pastoral team (Tutor, Head of Year, Assistant head of Year), subject leaders (Head of English, Head of Maths etc.), the Learning Support Department (SENDCo, Deputy SENDCo, Assistant SENDCo SEND Team Leaders) and the Leadership Team.

Concerns about academic or pastoral matters should be referred to the Head of Year/Assistant Head of Year or subject teachers. There is a complaints procedure to provide an opportunity to resolve concerns when all other attempts have been unsuccessful. Please see heading 11.

4. HOW WE CONSULT WITH THE STUDENTS AND INVOLVE THEM IN TARGET SETTING

We value the views of students very highly and recognise the importance of gaining genuine student views to better understand their lived experience. Students are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of the review process and at the end of a targeted intervention, in line with the *Assess, Plan, Do, Review* cycle of the graduated response. All students are encouraged to contribute to target setting. Targets are aspirational and include measurable outcomes.

All students on the SEND register have an Individual Learning Plan; 'student voice' is an important element of this document and is used by teachers to inform their teaching.

Plymstock School quality assures (QA) Teaching and Learning. Termly visits are conducted by Trust Executive Leadership, as well as our own internal quality assurance, including lesson drop ins, work scrutiny and student voice surveys. To access the views of students on the SEND register we extract their data from the larger cohort and review their answers to the questions posed. The SENDCo works closely with curriculum teams to monitor that planning is conducted with a SEND lens applied.

In addition, student voice surveys are used to measure student perceptions and to measure impact at the end of interventions such as literacy leaders, reading programmes and phonics interventions.

5. ARRANGEMENTS FOR ASSESSING AND REVIEWING PROGRESS TOWARDS OUTCOMES

The SENDCO maintains the Special Educational Needs Register and the Monitoring list. To ensure that staff are aware of which students have SEND, the information is available on the internal school network and ClassCharts. Each of the students on the SEND lists has an Individual Learning Plan (ILP). The Learning Plan is written by the SEND team in consultation with students, parents/carers and teachers. It may also involve consultation and advice from external agencies. Students on the SEND register may have an Education, Health and Care Plan (EHCP) or identified SEND need. Categories of SEND need:

Education, Health and Care Plan (EHCP) – the needs of these students go beyond the adaptive teaching approaches and scaffolding arrangements normally provided, as part of high quality, personalised teaching and may include appropriate evidence-based interventions.

SEN Support (K) – the needs of these students go beyond the adaptive teaching approaches and scaffolding arrangements, normally provided as part of high quality, personalised teaching and may include appropriate evidence-based interventions. SEND support in school is based on a graduated approach – Assess, Plan, Do, Review. The Learning Plan and targets agreed are reviewed three times a year.

Monitoring (M) – In addition to the SEND register we have a Monitoring student watch list. Teachers are made aware of these students and their needs but they are not on the SEN register. The needs of these students are met from our universal provision (Quality First Teaching), however, there is some requirement for adaptive teaching approaches and scaffolding in the classroom. Such requirements are modest and recorded on in One Page Profiles and staff on Class Charts.

5.1 MAINTAINING THE SEN REGISTER

All categories of need are revised as necessary. Student progress is monitored by subject leaders and the pastoral team, through progress check reports, internal data collection and the monitoring of student progress, observation and discussion.

As students develop and progress through the school their need for SEND support may reduce. In this case students may be removed from the SEND register. If a student is removed from the SEND register, this will be done in consultation with the parent and student. These students will be placed on our Monitoring register. Students on the Monitoring register remain on teacher's 'watch list.' This is reviewed by the SENDCo throughout a student's education.

5.2 HOW DOES PLYMSTOCK SCHOOL ASSESS THE PROGRESS OF CHILDREN WITH SEND?

Twice a year teachers complete a Progress Check for your child. This review is similar to a report and shows students' commitment to learning, including their effort level, conduct and independent learning, in all areas of the curriculum. We also provide indicators of learning and participation across a range of other measures. The SEND team review your child's Progress Check and contact you to review your child's progress with regard to their SEND.

Following this consultation, changes to a student's Individual Learning Plan will be made to ensure the support they receive is tailored and responsive to their need.

The SEND teams meet on a weekly basis to discuss the progress students are making, to review any difficulties arising on a day-to-day basis and implement additional strategies if required.

The pastoral team (Head of Year, Assistant Head of Year), the Attendance Manager and the Designated Safeguarding Lead, SEND Team Leader and SENDCO meet weekly to discuss Students of Concern and students who are identified as High Needs for each year group. This is to ensure that support is given swiftly and that the Plan, Do, Review cycle is enacted.

In addition to the Progress Check reports, teachers are asked to provide feedback and comment, prior to the Annual Review for those students with Educational Health and Care Plans.

NGRT reading data is used to assess students and identify those who may require additional support. Students identified are followed up with a YARC reading test which provides additional information for staff to highlight specific literacy difficulties and support literacy skills in the classroom.

Alongside this literacy support, students access Accelerated Reader for all in year 7 and 8. This is a powerful tool to monitor and assess students' reading progress. This information is shared with parents through the home connect feature.

Psychometric test data, intervention data and reports from relevant professionals (e.g. Speech and Language Therapist, Educational Psychologist, Communication and Interaction Team etc.) may be considered. Data is collated by the Learning Support Department and informs the review process and subsequent target setting.

5.3 ATTENDANCE

Attendance is monitored closely in conjunction with the pastoral team and by both Plymstock Schools Attendance Officer and the Education Welfare Office (EWO) since low attendance can have a profound impact on learning, progress, belonging, attainment and longer-term choice and earning potential. Daily attendance monitoring is a priority for our Attendance Manager and each SEND Team Leader. Persistent absence or ongoing patterns of non-attendance will trigger a SEND review for a student with SEND.

5.4 EXAM ACCESS ARRANGEMENTS

Exam Access Arrangements (i.e. extra time, word processing etc.) may be necessary if achievement is to be demonstrated through public examinations. Information is gathered from teachers throughout the student's school career so we can establish a student's 'normal way of working'. Psychometric testing late in Year 9 or Key Stage 4, and reference to reports from professionals (including teachers) and the EHCP (when available) completes the picture that allows an application for exam access arrangements to be made, according to the JCQ regulations. JCQ have the final say on whether these are awarded.

Our Exam Access Arrangements (i.e. extra time, word processing etc.) coordinator is Mrs Zoe Baring zbaring@plymstockschool.org.uk

6. ARRANGEMENTS FOR TRANSITION YEARS

A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully planned and managed to provide continuity of high-quality provision and reassurance to students and families.

6.1 YEAR 6 to YEAR 7

- Early liaison with feeder primary schools to identify students who are on the SEND register or who may be anxious or have been identified as vulnerable.
- Meeting with parents of Year 6 students with SEND to explain the role of the Learning Support Department and how we support students.
- Enhanced transition visits arranged to meet the needs of individual students as part of a familiarisation programme.
- Other transition visits to attend subject workshops and meet the tutor as appropriate.
- We hold an initial Year 7 Parents Information Evening (usually) in October. This also provides parents with the opportunity to receive information on how they can support their child at home, with literacy and numeracy – these sessions offer advice from subject specialists and the chance for parents to ask questions. The SEND leadership team and SEND Year Team Leader are also available to meet to discuss any concerns.
- There will be a Subject Parents evening in April, for Year 7 parents with the opportunity to meet members of teaching and support staff.

6.2 YEAR 9 to YEAR 10

As part of the Annual Review process, GCSE course/subject choices will be discussed to enable student and parents to make appropriate course selections to achieve learning potential. As part of this process each student has a Careers Information and Guidance (CIAG) interview with the Careers Officer and in addition the relevant Team Leader will meet with Deputy Head for Curriculum to review option choices on an individual basis.

6.3 YEAR 11 TO POST 16 EDUCATION

As part of the review process, post 16 course choices will be discussed with reference to 'current working' GCSE/other qualification grades. Careers South West attend these reviews for students with an EHCP and are able to provide impartial guidance. They complete the necessary documentation to ensure that these students are properly provided for in post 16 education should they leave Plymstock School for a Further Education College, for example. This includes the 'My Outcomes' part of the EHCP. The school commissions Independent Careers Advisers to support students with SEND, but without an EHCP, in making suitable choices and a successful transition into post 16 education. No young person on the SEND register is expected to be NEET (Not in Employment, Education or Training) post 16.

7. THE PLYMSTOCK SCHOOL APPROACH TO TEACHING STUDENTS WITH SEND

Our aim is to facilitate inclusion and to foster independence in the following ways:

- Quality first teaching – teachers are informed about the nature of a student's difficulties through the Individual Learning Plans and access to 'Know your class sheets', through training sessions and staff meetings/briefings. We hold a SEND team Drop-ins or 'Student

Conferences' periodically for specific students we wish to focus on. These meetings allow teachers of individual students to meet to discuss key information, share teaching and learning strategies and are led by members of our pastoral and learning support teams.

- Understanding the difficulties students face enables teachers to remove barriers to learning.
- Predictable routines- We want to maintain clear and consistent routines to create a safe, positive and predictable learning environment for all students. Staff train all students in the entrance and exit routines to all classrooms, on the use of whiteboards, turn and talk work and silent starter routines. These aim to create a calm, predictable routines, reduce cognitive load (benefiting all students, but especially students with SEND), and ensure that students know what is expected of them.
- Resource allocation. Each year we will map our provision to show how we allocate resources. This is reviewed regularly and can change during the academic year, responding to changing student need. This year, funding was spent on: support staff, external services, teaching and learning resources and staff training, providing supervised safe spaces before school and during both breaks. In addition, a personalised reading/literacy programme has been designed for key students, and the school has consulted with reading specialists about how to further improve the reading age and understanding of these students.
- Staff allocation. Support may take the form of scaffolded work in class, support from a Teaching Assistant – in focussed intervention in groups, working one-to-one or in the classroom.
- Our literacy intervention, led by our Assistant Head Teacher for Literacy, the School Library team and primary-trained intervention teacher, supported by the Learning Support Team, is particularly noteworthy and outcomes are monitored in both reading and writing using nationally benchmarked data.
- All teaching staff have regular opportunities for Continuous Professional Development (CPD) and have access to a career stage professional development programme, beyond whole school and subject based training.
- Four whole - school dedicated training days. Specialist training is provided for staff, including additional information about common barriers to learning, strategies and resources to use to improve progress and input on metacognition and retrieval practice.
- The Nimble CPD sessions provide regular opportunities for professional development, with a clear focus on the improvement of teaching and learning—particularly through the lens of SEND. The SENDCo has delivered weekly training sessions to teaching staff, covering the graduated approach, individual areas of SEND, adaptive teaching, and the effective deployment of additional adults in the classroom. The model for delivery this year is that there is a focus on inclusive teaching through ongoing CPD linked to our T&L Standard Operating Procedures and our preferred learning cycle of teach, check, practice.
- The Performance Development Review (PDR) process for teaching and support staff provides staff with the opportunity to work towards individual goals linked to the school development plan with a focus on inclusive teaching and SPaG matters.

7.1 STAFF TRAINING AND ENGAGEMENT WITH OUTSIDE AGENCIES

The Assistant Headteacher with responsibility for Teaching and Learning delivers bi-weekly Nimble CPD sessions, focusing on the school's house style of teaching—this is supported by the SENDCo to include the lens of SEND—to support teachers and curriculum teams in improving curriculum delivery. The PDR process for both teaching and support staff provides an opportunity to work towards individual goals linked to the school development plan with a focus on inclusive teaching and SPaG matters.

Plymstock School may deliver staff training with external trainers brought in periodically to address more specialist training needs, for example dealing with specific medical conditions or to train staff in the use of specific interventions. Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

The evaluation of the effectiveness of SEND provision is an integral part of the review process within the cycle of Assess/Plan/Do/Review of all Individual Learning Plans. If an intervention is not benefiting a student, alternatives are explored.

We enable students with SEND to engage in activities available for students without SEND by identifying and putting into place reasonable and proportionate adjustments so they are not disadvantaged or excluded from the curriculum or our extensive programme of extra-curricular activities, trips and residential options.

Annual training is recorded and held by the SENDCO. The list below shows some of the training members of the Learning Support Department engaged with recently:

- o EHAT (Early Help Assessment Tool)
- o Attachment Training
- o Dyslexia training
- o Hearing Impairment training, specifically supporting students with cochlear implants
- o Visual Impairment training, specifically for students who use technology to access work
- o Exam Access Arrangement
- o First Aid Courses
- o Safeguarding & Child Protection training
- o Occupational Therapy training
- o Manual Handling Training
- o Mental Health Training as part of Plymouth City Council Mental Health strategy
- o Maximising the Effectiveness of Teaching Assistants
- o Facilitating examinations
- o Re-Balance
- o Supporting professionals throughout the process of contributing to an EHCP
- o Working at Height – Ladder Association

8. HOW WE SUPPORT STUDENTS TO DEVELOP AND IMPROVE EMOTIONAL AND SOCIAL HEALTH ISSUES

The mental health lead at Plymstock School is Joe Ellerton: JEllerton@plymstockschool.org.uk
Key members of staff have been trained in First Aid for Mental Health Mentors, coaches and school councillors work to support our students. Referrals are made through the Child and Adolescent Mental Health Service (CAMHS) when appropriate. The School Nurse is available to support and guide our interactions with NHS services.

The Learning Support Department provides a 'safe place' for vulnerable students at break/lunchtime (on average about 20 students) and there is a Sensory Room available (at times of high anxiety). Arrangements and measures are in place for listening to views of students with SEND to prevent bullying.

Bullying in any form is a direct contravention of the Aims and Values of Plymstock School and is always treated seriously. Bullying is not tolerated at Plymstock School. It is the responsibility of all staff to ensure Plymstock School is a safe learning environment.

The Learning Support Department monitors students on the SEND register closely; any 'out of character' behaviours are noted and discussed in department briefings (held daily). The Teaching Assistants build relationships based on trust with the students they support and watch carefully for signs that suggest there is reason for concern. Such concerns are investigated.

The SENDCo, Assistant SENDCo and the SEND Team Leaders are trained at Level 3 Child Protection, to ensure that any concerns about students on the SEND register could be dealt with by a member of the department, in consultation with the DSL.

The Learning Support Department work closely with the pastoral team and parents/carers. Student views are explored by trusted adults; safeguarding concerns dealt with through the appropriate channels. Mr Ellerton is the school's full time Designated Safeguarding Lead (DSL) and Single Point of Contact, Mrs Sophie Harris is the Designated Teacher for Looked After Children, pastoral leaders in each of the Hubs are also Level 3 Safeguarding trained.

Students are encouraged to participate in extra –curricular activities. The full Clubs and Activities menu can be found on the Plymstock School website. Inclusion is important to us and last year students on the SEND register participated in a large range of activities such as school show, Duke of Edinburgh, numerous sports clubs, clay club etc. All attendance is tracked through Absolute Education.

9. HOW AND WHEN WE INVOLVE OTHER AGENCIES TO MEET THE NEEDS OF STUDENTS AND THEIR FAMILIES

External professional advice is sought to meet specific needs of students and the following agencies are some of those we have worked with during recent years. Referrals are made in conjunction with parents/carers and with regard to the Safeguarding Policy on the Plymstock School website.

- Cancer and Leukaemia in Childhood
- Careers South West
- CBT Practitioners
- Child and Adolescent Mental Health Service (CAMHS)
- Children and Young People Services
- Communication & Interaction Team
- Counsellors
- Early Help
- Eating Disorder Service
- Education Welfare Officer
- Educational Psychology Service
- Family Advisory Support Team
- Harbour Young People's Service

- Hearing Impairment Advisory Teacher
- IT Advisory Teacher
- Jeremiah's Journey
- KOOTH – Online Counselling
- Multi-Agency Support Team (MAST)
- Occupational Therapy
- Physical Mobility Advisor Teacher
- Plymouth Information Advice and Support (PIAS) for SEND
- Plymouth SEN 0-25 Team
- RELATE – counselling
- School Nurse
- Speech and Language Therapy
- Targeted Families
- The Gateway
- Visual Impairment Advisory Teacher
- Woodlands Outreach Team
- Young Carers Project (Barnardo's)
- Young Devon
- Youth Offenders Team
- Youth Service

10. THE PLYMOUTH LOCAL AUTHORITY - LOCAL OFFER AND THE PLYMSTOCK SCHOOL OFFER

There is a link to the Plymouth and Devon Local Offer on the SEN page of the Plymstock School website; the School Offer is available on the same page. At Plymstock School our SEND provision is continually evolving, adapting to meet the changing needs of our student community. To do this we draw on our own resources and the Plymouth Local Authority Local Offer:

SEND Local Offer - Plymouth Online Directory

School SEN resources | PLYMOUTH.GOV.UK

Ordinarily Available Inclusive Provision - Support for schools and settings (devon.gov.uk)

11. ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND ABOUT THE PROVISION MADE AT PLYMSTOCK SCHOOL

SENDCo: Mrs Zoe Baring

Contact email: zbaring@plymstockschool.org.uk

Headteacher: Mr S Koehler-Lewis

Contact email: skoehler-lewis@plymstockschool.org.uk

Plymouth Information, Advice and Support for SEND (PIAS): <https://www.plymouthias.org.uk/>

Contact telephone: (01752) 258933

Local Authority 0-25 Special Educational Team is [here](#).

Most concerns are easily resolved through informal discussions with the class teacher.

When the situation is more complex or specific, parents/carers should raise concerns with the Head of Subject (Department) or Head of Year in the first instance. A meeting may be arranged to explore and identify next steps and solutions. The Annual Review process is a mechanism by which Plymouth City County Council can be drawn into the complaint about provision and assist us all in finding a satisfactory solution.

Should the situation remain unsatisfactory please let the SENDCo, Mrs Zoe Baring, know you are unhappy and a Student Support Meeting will be arranged. Together we will look at the nature of the problem and work together to resolve it. If you remain dissatisfied at this stage, please contact the Headteacher, Mr Koehler-Lewis.

Where concerns remain, parents are referred to the Complaints Policy on the Plymstock School website. They may also seek support from the Plymouth Information, Advice and Support for SEND (PIAS).

12. OTHER RELEVANT DOCUMENTS

Available on the school website: Accessibility Policy and Plan, Equality, Diversity and Inclusion Policy, Medical Conditions Policy, SEND Policy, Local Offer and Safeguarding Policy.

Z Baring SENDCO September 2025

We would like to thank the families of AG; RL; PS; BP for their contributions to this document.