

# Plymstock School - SEND INFORMATION REPORT (SIR)

Updated September 2024

**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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**Contact phone number for Plymstock School:** 01752 402679

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

## 1. INFORMATION ABOUT PLYMSTOCK SCHOOL'S SEND POLICY

The specific objectives of the Special Educational Needs and Disability (SEND) Policy are to identify students with special educational needs and disabilities and ensure that their needs are met.

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision which is additional to or different from that normally available in a differentiated curriculum. This may be ongoing or for a limited time. We regard students as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age, or;
- b) Have a disability which prevents or hinders him/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

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

There are **4 areas of need** set out in the SEND Code of Practice (2015) and we have suitable provision experience for each of them:

- **Communication and interaction** (e.g. Speech, Language and Communication Needs and Autistic Spectrum Disorder)
- **Cognition and learning** (e.g. Specific Learning Difficulties such as Dyslexia and Dyspraxia and Moderate Learning Difficulties such as Auditory Processing Difficulties)
- **Social, mental and emotional health** (e.g. Attention Deficit and Hyperactivity Disorder and Attachment Disorder)
- **Sensory and/or physical** (e.g. Visual Impairment, Hearing Impairment and wheelchair users)

Students are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

We have regard to the SEND Code of Practice 2014 (updated January 2015) when carrying out our duties towards all students with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

## 3. ARRANGEMENTS FOR CONSULTING WITH PARENTS OF STUDENTS WITH SEND

All students on the SEND register will have a designated member of the Learning Support department who will be the first point of contact in relation to your child's SEND.

The Learning Support Department also has an 'open door' policy and encourages regular dialogue with parents: in person, by email, telephone, by Teams.

SEND Team Leader for **Y7** students– **Mrs Kate Burt:** [kburt@plymstockschool.org.uk](mailto:kburt@plymstockschool.org.uk)

SEND Team Leader for **Y8** students – **Miss Jasmin Decourcey :**  
[idecourcey@plymstockschool.org.uk](mailto:idecourcey@plymstockschool.org.uk)

SEND Team Leader for **Y9** students– **Miss Elly Wright:** [ewright2@plymstockschool.org.uk](mailto:ewright2@plymstockschool.org.uk)

SEND Team Leader for **Y10** students– **Miss Kourtney Connor:** [kconnor@plymstockschool.org.uk](mailto:kconnor@plymstockschool.org.uk)

SEND Team Leader for **Y11** students–**Mrs Elaine Whitehead:**  
[ewhitehead@plymstockschool.org.uk](mailto:ewhitehead@plymstockschool.org.uk)

**SEND Administrator Mrs S Tomlin:** [SEND@plymstockschool.org.uk](mailto:SEND@plymstockschool.org.uk)

SEND TEAM telephone: 01752 402679

We value and accept the positive role and contribution parents/carers can provide. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. They are encouraged to work with the school and other professionals to ensure that their child's needs are clearly identified and met as early as possible. Plymstock School Progress Check reports provide you with target and predicted levels/grades and effort grades three times per year.

The Progress Checks for students on the SEND register (including Pre-SENDS) are also monitored by the **Learning Support Department** as part of the Access/Plan/Do/Review cycle. Parent Evenings, Annual/Interim Review Meetings, Learning Support Departmental Presentation/Open Evenings and surveys provide structured opportunities for consultation.

All students on the SEND register have an **Individual Education Plan (IEP)** and parents/carers are asked to contribute to and approve the content of this document.

At Plymstock School we endeavour to support parents/carers so that they are able to:

- Feel fully supported should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision- making process about special educational provision
- Are provided with relevant resources so they reinforce learning in the home.

### 3.1 Statement on Parents'/carers' views and concerns

Parents'/carers' views and concerns are very important. You are entrusting us with your child, whom you know better than anyone. Good two-way communication with you will be crucial for your child to succeed. Your child may have a home-school link book because they are unable to take important information home themselves. They might not need that and instead you may have a list of e-mail addresses to contact your child's teachers. You may need to contact the SENDCO or relevant SEND team leader regularly, which would be welcome. We will support and listen to you. We want the same thing as you - for your child to be happy and to succeed at school.

### 3.2 How we support a parent/carer 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, 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.

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

We hold the views of students very highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. 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. We ask all students to contribute to target setting. Targets are aspirational and have measurable outcomes.

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

Plymstock School undertakes a process for reviewing the Quality Assurance (QA) of Teaching and Learning. Students participate in a 'student voice questionnaire' when subject areas are reviewed during a QA and in addition during Subject Department quality checks. To access the views of students on the SEND register we extract their data from the larger cohort and review their answers to two of the questions posed. Plymstock School is part of the Westcountry Schools Trust (**WeST**), a Multi Academy Trust (MAT). **In 2019/20 the QA was conducted by HMI Deb Wring and a team of senior leaders from WeST.**

The picture continues to be reassuringly positive and represents the experience of students in the mainstream classroom, where teachers can be seen to be delivering Quality First Teaching, with the appropriate level of differentiation and challenge.

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 Pre-SENDS watch list. To ensure that staff are aware of which students have SEND, the information is available on the internal school network. Each of the students on the SEND lists has an **Individual Education Plan (IEP)**. The IEP 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 will 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 differentiated approaches and learning arrangements normally provided, as part of high quality, personalised teaching and may include appropriate evidence based interventions.
- **SEND Support** - the needs of these students go beyond the differentiated approaches and learning 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 IEP and targets agreed are reviewed three times a year.
- **Pre-SENDS** - In addition to the SEND register we have a pre-SEND 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 differentiated approaches and personalised teaching. Such requirements are modest and recorded on our internal school network and available to staff through the School Information Management System (SIMS).

### 5.1 Maintaining the SEN Register

All categories of need are revised as necessary. Student progress is monitored by the subject leaders and 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 Pre-SEND register. Students on the Pre-SEND register remain on teachers' '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 carry out a progress review for your child. This review is similar to a report and shows if your child is making progress in all areas of the curriculum. The SEND team will review your child's progress review and contact you to review your child's progress with regard to their SEND.
- Following this consultation, changes to their IEP will be made to ensure the support they receive is tailored 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.
- In addition to the termly Progress Check reports, teachers are asked to provide feedback and commentary to facilitate the review of targets, prior to the Annual Review for those students with Educational Health and Care Plans.
- 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 and Welfare Officer and the Education Welfare Office (EWO) since low attendance impacts on progress.

*'The attendance of pupils who have SEN and/or disabilities has improved considerably' (Ofsted 2017)*

## 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.

We have an HLTA position, with the responsibility for overseeing Access Arrangements and with additional capacity for mentoring and testing.

This is Mrs Zoe Baring [zbaring@plymstockschool.org.uk](mailto: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 in October and a Subject Parents evening in June, for Year 7 parents with the opportunity to meet members of teaching and support staff. There is also the opportunity to receive information on how parents 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.

### 6.2 Year 9 to Year 10

As part of the IEP 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 predicted 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 IEPs, through our internal school network and through training sessions and staff meetings/briefings. We hold a SEND team Drop-ins once every six weeks 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. Teaching Staff have been given training on Quality First Teaching and how this benefits all students, but particularly those with SEND, as part of our Sept 22 training day programme and QFT is a regular agenda item.
- **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 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 differentiated 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 AHT for Reading, the School Library team and primary-trained intervention teacher, supported by the Learning Support team, is particularly noteworthy and has been recognised as an Area of Excellence.
- 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.
  - o 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.
  - o The SEND Nimble CPD sessions provide a regular opportunity for CPD with a clear focus on the development of teaching and learning to ensure all our learners achieve the highest possible outcomes.
  - o In addition, we hold regular voluntary CPD sessions for teachers and TAs; these provide an opportunity for CPD on specific topics which both Teachers and Teaching Assistants have requested. They complete a CPD audit and this enables appropriate sessions to be planned.



## 7.1 Staff training and engagement with outside agencies

**CPD sessions have included:** Re-Balance a CBT strategy for addressing mental health, Year 6-7 transition led by a local primary Headteacher, hearing impairment, supporting SEND students Teaching & Learning (T&L) strategies and mental health, attachment training, visual impairment and supporting students who speak English as an additional language (EAL). In 21-22 TAs have been trained in the reciprocal reading programme. Principles of cognitive science and trauma informed approaches.

**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 Clicker 7 training
- o Working at Height - Ladder Association

Yearly training from the SENDCO for all staff, most recently in September 2022 and January 2023. Follow up sessions with departments are available to support their own curriculum areas. Staff training may be delivered by Plymstock staff 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. In January 2023, this included outside agency training on using trauma-informed approaches. 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 IEPs. If an intervention is not benefiting a student, alternatives are explored. In addition, annual reports are produced to examine the effectiveness of interventions employed at Plymstock School.

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. See the Equal Opportunities Policy on the Plymstock School website for details.

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

Mental health lead at Plymstock School Sophie Harris: [sharris@plymstockschool.org.uk](mailto:sharris@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 the 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. See Behaviour and Anti-Bullying Policies on the Plymstock School website. 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 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 Booklet for 2022-2023, 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.

## **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 the last 12 months. 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 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: <https://www.plymouthonlinedirectory.com/plymouthlocaloffer>

## 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](mailto:zbaring@plymstockschool.org.uk)

**Headteacher:** Mr S Koehler-Lewis

**Contact email:** [skoehler-lewis@plymstockschool.org.uk](mailto: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 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 reach a resolution. 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

On the school website: [Plymstock-School-West-Accessibility-Policy-2022.pdf](#), Equality Opportunities Policy, Medical Conditions Policy, SEND Policy, Local Offer and Safeguarding Policy.

Z Baring SENDCO April 2025

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