



PLYMOUTH COLLEGE
SEND POLICY
SPECIAL EDUCATIONAL NEEDS & DISABILITIES
Including Early Years Foundation Stage

Last reviewed:	June 2026
Next review date:	August 2027
Responsibility:	SENCo Deputy Head (Curriculum and Innovation)

This policy is founded on the educational aims and ethos of Plymouth College.

This policy details how Plymouth College supports pupils who have Special Educational Needs and Disabilities (SEND) throughout the whole school, both Prep and Senior.

The school follows the advice and underlying principles embodied in the Department for Education SEND Code of Practice (January 2015).

All pupils have a right to be able to access the curriculum. Pupils with special educational needs may need a differentiated, modified curriculum and additional support to realise their potential. The SENCo/Prep Learning Support teacher will communicate these needs to all who are likely to teach and support these pupils.

CURRENT OBJECTIVES OF THE SCHOOL'S SEND POLICY

The clear objective of the SEND Policy is to ensure that all pupils who have SEND are identified, assessed and supported throughout their secondary education. The College prides itself on offering the kind of educational experience that helps pupils meet their full potential and aims to nurture the talents of pupils with SEND whilst enabling them to address their specific areas of need in order for them to achieve academic success across a wide range of subjects.

The Independent Schools Inspectorate, January 2019, found:

- 3.6 Those with SEND and EAL demonstrate particularly good progress in comparison to that of their peers due to the support they receive from knowledgeable specialist staff.
- 3.7 Pupils have a 'can do' attitude to their school lives, encouraged by enthusiastic and diligent teaching, tutoring and care.

The Head of Learning Support and Special Educational Needs Co-ordinator (SENCo) is Mrs Linsay Eckersley. The Prep Learning Support Teacher is Mrs Pippa DeJager. Mrs Eckersley and Mrs DeJager work closely together, meeting regularly and communicating regularly throughout the week.

The SENCo reports to the Deputy Head (Curriculum and Innovation) Mr Phil Grey, who liaises with the Senior Deputy Head (Pastoral) Mr Adam Carr. The Prep Learning Support Teacher reports to the Head of Prep, Jo Newnham and the SENCo, Mrs Linsay Eckersley. The overall responsibility for Special Educational Needs and Disabilities is with the Head, Mr Peter Watts.

This Policy should be read in conjunction with the school's policies on:

- Accessibility
- Admissions
- Behaviour Management
- Access Arrangements
- Word Processing in class and internal exams
- Teaching

All plans are on the school website or available on request.

We are currently conducting a review of the department and this document will be updated accordingly.

- At admission, if a pupil has an Education and Health Care Plan (EHCP), the Admissions department will send this through to the SENCo to review. The SENCo (with the Learning Support Teacher in the Prep) will provide detailed feedback, which will then be reviewed by the Head, before the offer of a place is made. If after consideration it is felt that the school is unable to meet the provision required by the EHCP this will be communicated with the parents/carers. Currently there are 5 pupils at Plymouth College with EHCPs. The school has 1 Learning Support Mentor in the Senior school and there are a small number of Teaching Assistants in the Prep.

Current definition of SEND used by the School.

The SEND Code of Practice (2015), defines a learning difficulty as:

- They have greater difficulty in learning than the majority of pupils of the same age or
- They have a disability (a physical, social or mental impairment) which prevents or hinders them from making use of educational facilities that are provided for children the same age.
- It is the purpose of Plymouth College to raise the aspirations and expectations for all pupils of SEND. It is our intention to focus on the outcomes in terms of attainment for pupils with SEND, not just the level of provision and support received.

It is the objective of the SENCo and Prep Learning Support teacher:

- To identify and support pupils with SEND and additional needs.
- To follow the advice within the SEND Code of Practice 2015.
- To have a 'whole pupil' approach to SEND whereby a pupil's total academic, social and emotional needs are considered
- To take account of pupil views in order to increase self-esteem and independent learning skills.
- To provide support and advice for all staff working with pupils with SEND
- To ensure appropriate exam access arrangements are in place in liaison with teaching staff and the exams officer (SENCo only)
- To work with parents to gain a greater understanding of their son/daughter's needs and to agree and plan support, reviewing it as appropriate.

REFERRAL PROCESS

Identifying Special Educational Needs at Plymouth College

- Identification regularly occurs at class level. Subject teachers and class teachers have a duty to report to the SENCO any possible SEND needs that they identify, through making regular assessments of pupils in their class. Identification can also occur from data produced by baseline and other assessments, such as MidYis, Yellis and NGRT reading age, by the SENCo, the HOY, Head of English or any member of teaching staff.
- The Code of Practice 6.17 states

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *Is significantly slower than that of their peers starting from the same baseline*
- *Fails to match or better the child's previous rate of progress*
- *Fails to close the attainment gap between the child and their peers*
- *Widens the attainment gap*

The subject or class teacher then has a duty to contact the SENCo and/or the Prep Learning Support teacher in a timely manner with these concerns.

- Pupils may join Plymouth College with previously assessed SEND
- Parents who believe their child may have SEND/Additional Needs may refer them to the SENCo or the Prep Learning Support teacher.

- Pupils themselves can contact the SENCo or the Prep Learning Support teacher if they believe themselves to have SEND or additional needs.
- In conjunction with the SENCO/Prep Learning Support teacher, parents may decide to request an assessment from an outside professional. Such specialist input can on occasions be both appropriate and beneficial in supporting a pupil. However, such reports **cannot** be accepted as evidence for Access Arrangements unless there is an established relationship with the assessor, and Form 8 paperwork is first completed by the SENCo; ultimately the final decision for which Access Arrangements are appropriate always lies with the SENCo, in line with JCQ regulations: [Access Arrangements, Reasonable Adjustments and Special Consideration – Joint Council for Qualifications](#)

ASSESSMENT

Following referral to the SENCo/Prep Learning Support Teacher assessment may occur as follows:

- Emails to the pupil's teachers to gain information on difficulties, needs / progress
- Pupil Interview
- Analysis of test scores from standardised assessments, such as PIRA, MidYIS, Yellis or Allis.
- Talamo screening
- Analysis of the individual academic "flight path" for the pupil. This charts teacher grades at regular intervals throughout all school years. The aim is to look at grades, inconsistencies and patterns of attainment to help identify an additional need
- With parental permission, the pupil may be assessed using specialist teacher tools by the SENCo. This can only be done from term 2 of Year 9 and onwards. Please also refer to the policy for GCSE and GCE/A Level Access Arrangements.
- In the Senior school, pupils' attainments are also considered at year group *progress reviews* during the year and following End of Year exams. The reviews, which are attended by the Assistant Head (Academic), Head of Year and SENCo, may lead to further assessment or SENCo input.
- In the Prep school regular assessment of pupils informs staff's teaching and planning. Targeted interventions for small groups may result where more support or input is required - this is usually done in conjunction with the Prep Learning Support teacher, either for advice and guidance or specialist input.
- Smaller group support can be provided in both the Prep and Senior School, dependent on groupings, identified need and appropriate staffing - such smaller group interventions can be for a variety of identified needs, particular to the class/year group (e.g. phonics support, self-esteem or group work skills, reading skills, or Maths / English Support lessons in the Senior School)
- 1:1 support - in the Senior School this is based on need and resources. There is also a peripatetic Maths teacher Mr Neil Jones who can provide 1:1 paid for lessons. This can be arranged via the Maths/SEND department.
- 1:1 support - in the Prep school this can be arranged via Mrs Pippa DeJager - this is paid for and dependent on identified need and availability of resources.
- Wellbeing sessions are provided, for an holistic approach to learning, to support a small number of pupils on the SEND register.

The SEND Code (2015) identifies 4 areas of need:

C&L = Cognition and Learning (SpLD - Dyslexia, Dyscalculia, mod. learning difficulties)

C&I = Communication and Interaction (Autism, Speech and Language)

SEMH = Social, Emotional and Mental Health (ADHD, Trauma, attachment, anxiety, depression, Self-Harm)

P&S = Physical and Sensory (visual/hearing impairment, sensory processing disorder, physical disability)

These 4 key areas of need are used in our definitions of SEND at Plymouth College, and are used on iSAMS and in our SEND Register. These also inform the teaching strategies and approaches that we used as part of our Quality First Teaching approach. We aim to meet the needs of all the pupils in our care irrespective of formal diagnosis, where we are able to. In some situations we will seek further outside agency or specialist support referrals where required (e.g. SaLT, CAMHS, Jeremiah's Journey, Educational Psychologist).

Plymouth College SEND department adopts the SpLD working group 2005/DfES guidelines/definition of specific learning difficulties.

Descriptions of Specific Learning Difficulties (SpLD)

For each of the conditions covered below it must be stressed that the difficulties described vary in degree and from person to person.

Dyslexia

Dyslexia is a combination of abilities and difficulties; the difficulties affect the learning process in aspects of literacy and sometimes numeracy. Coping with required reading is generally seen as the biggest challenge at higher education level due in part to difficulty in skimming and scanning written material. A pupil may also have an inability to express his/her ideas clearly in written form and in a style appropriate to the level of study. Marked and persistent weaknesses may be identified in working memory, speed of processing, sequencing skills, auditory and/or visual perception, spoken language and motor skills. Visuo-spatial skills, creative thinking and intuitive understanding are less likely to be impaired and indeed may be outstanding. Enabling or assistive technology is often found to be very beneficial.

Dyspraxia/Developmental Coordination Disorder (DCD)

A pupil with dyspraxia/DCD may have an impairment or immaturity in the organisation of movement, often appearing clumsy. Gross motor skills (related to balance and coordination) and fine motor skills (relating to manipulation of objects) are hard to learn and difficult to retain and generalise. Writing is particularly laborious and keyboard skills difficult to acquire. Individuals may have difficulty organising ideas and concepts. Pronunciation may also be affected and people with dyspraxia/DCD may be over/under-sensitive to noise, light and touch. They may have poor awareness of body position and misread social cues in addition to those shared characteristics common to many SpLD's.

Dyscalculia

Dyscalculia is a learning difficulty involving the most basic aspect of arithmetic skills. The difficulty lies in the reception, comprehension, or production of quantitative and spatial information. Pupils with dyscalculia may have difficulty in understanding simple number

concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. These can relate to basic concepts such as telling the time, calculating prices, handling change.

Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder (ADHD) exists with or without hyperactivity. In most cases people with this disorder are often 'off task', have particular difficulty commencing and switching tasks, together with a very short attention span and high levels of distractibility. They may fail to make effective use of the feedback they receive and have weak listening skills. Those with hyperactivity may act impulsively and erratically, have difficulty foreseeing outcomes, fail to plan ahead and be noticeably restless and fidgety. Those without the hyperactive trait tend to daydream excessively, lose track of what they are doing and fail to engage in their studies unless they are highly motivated. This inconsistency and unpredictable behaviour, together with the characteristics common to many SpLDs, can present a further barrier to learning.

In line with SASC (SpLD Assessment Standards Committee) guidance, all pupils pre-16 years are referred to their GP and/or CAMHS in situations where ADHD, dyspraxia or mental health difficulties are suspected ([SASC - Downloads](#)).

The following is not considered SEND but may impact on progress and attainment.

- Attendance and Punctuality
- English as an additional language (EAL)
- Being a looked after child
- The child of a Serviceman/woman
- Medical needs

Pupils with medical needs are supported and monitored by the school nurse. Mrs Rhain McCall, School Nurse, is registered with the HCPC. All reasonable steps are taken to prevent the pupil from being placed at a disadvantage. Some pupils with medical needs may have SEND and will also be supported by SENCO and department staff. There is considerable liaison between the School Nurse, SENCo and Prep Learning Support Teacher.

All members of teaching staff will refer any potential mental health concerns to the pastoral team, which is led by Mrs Field (Assistant Head – Pupil Welfare and Development and Designated Safeguarding Lead), the School Nurse (Mrs Rhian McCall), Head of Prep Mrs Newman and Heads of Year. The SENCo, in agreement with the pastoral team, supports pupils with mental health needs and/or when the pupil also has additional learning needs. Within the Prep there are small group interventions and clubs to support mental health and wellbeing, under the direction and with the support of Mrs Karen Sargison (School Counsellor) and Mrs DeJager (Prep Learning Support Teacher).

In the Prep school there is a wellbeing space housed in the Learning Support Teacher's room which can be accessed by pupils when they need some time and space to regulate their emotions. This is available with appropriate supervision. The senior school SEND Department also houses the Hub - a quiet space available to support pupils with additional learning needs and/or emotional/mental health needs. Here, pupils can relax, chat, play board games, draw and spend some quiet time away from the hustle and bustle of the school day. The Hub is open every break and lunchtime and is supervised by the SENCo. Sixth form pupils can volunteer to act as facilitators and can be trained as peer listeners.

Supported Prep can be provided at lunchtime or after school (by arrangement), providing a quiet space where pupils who may have additional needs can complete their homework with some guidance and support. Again this is supervised by the SENCo with the support of 6th form

pupils as appropriate.

ADMISSIONS AND ENTRANCE EXAM

At Plymouth College parents must detail any SEND or additional needs their child may have at the point of application.

It is best practice that once the Admissions department has been made aware of a child with additional needs, the SENCo meets with them, as part of their visit. Feedback is to be given to the Admissions department, before a formal offer is made to the family.

The Admissions department refers all details/reports to the SENCo, who will consider the school's ability to meet these additional needs. The Admissions department may also consult other members of the school's SLT. Ultimately, an offer of a school place is the Head's decision.

The joining papers have a section, where parents are requested to describe the additional needs of their child. Parents are also requested to submit any diagnostic (e.g. Educational Psychology, Specialist teacher) reports for consideration.

Extra time for the entrance exam, where appropriate, can be arranged in consultation with the SENCo and the SENCo at the pupil's current school.

THE SCHOOL'S SEND REGISTER

- When a pupil is identified as having SEND, they are included on the school's SEND register and details are held on ISAMS.
- Pupil's needs on iSAMS are flagged with a coloured star according to severity/need for support - this ranges from Monitor (blue), Mild/QFT (silver/grey), Medium/some additional support (yellow) to Severe and Complex/some 1:1 support needed/SEN Support (red).
- The pupil is also monitored as part of the 'SEND development pathway'. This records the individual support received by the pupil, subject enrichment, details of a modified timetable, and for years 8 and 9, Maths Support and/or English Support group lessons.
- The SEND register is managed by the SENCo and updated regularly. New pupils and those with newly identified needs may be included. A pupil may leave the register following consideration of their rate of progress and support needed.
- The SEND register is shared with all teaching staff and is visible in ISAMS.
- Teachers can also access SEND information from iSAMS.
- For those 'RED/SEN SUPPORT' pupils on the SEND register, the SENCo, produces a special educational needs 'pupil Passport'. Pupil Passport Forms are completed in the Prep and Senior school. The forms are shared with the pupil's subject/form teachers and contain a description of need together with more specific classroom advice for that pupil. These forms are updated as appropriate.
- Pupils may be 'Monitored' (Learning support flag) when no SEND has been identified but concerns have been raised.
- Pupils may also be 'Monitored' when in spite of previously identified SEND they are making extremely positive progress with no additional support in place - this may mean they are no longer considered to be at 'SEN Support' and could be removed from the SEND register. This decision would only be made by the SENCO.

SEND PROVISION

The school is committed to early identification, assessment and support for Special Educational

Needs and Additional Needs/Learning Difficulties.

The SEND Department reflects the whole school policy of developing an individual pupil's learning skills, raising their attainments and ensuring expectations are high despite any additional or specific needs.

Special educational provision is carried out at three levels: as outlined in the SEND Code of Practice 2015.

- *Wave 1 - pupils would have either a 'Monitor' blue star or a 'Mild/needs met by QFT' silver star on iSAMS*

Quality First Teaching methods, strategies and approaches will meet the needs of the majority of the pupils at Plymouth College.

The code states "The first response to such progress should be high quality teaching targeted at their areas of weakness" where progress continues to be less than expected the class or subject teacher, working with the SENCo, should assess whether the child has SEND. While informally gathering evidence (including the views of the pupils and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions

designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

Quality First Teaching (QFT)

The subject teacher has the responsibility for the delivery of his/her subject and the progress of the pupil. The SENCo and Prep Learning Support teacher liaise with the subject/class teacher regarding specific strategies for teaching and homework. For pupils included on the SEND register, the subject teachers also have the pupil SEND key information forms to refer to for classroom advice. Staff regularly receive training on methods, techniques and approaches that can meet the needs of all pupils, ensuring that the majority of learning needs are met through this Quality First Teaching approach. All teachers strive to provide high quality and differentiated classroom teaching. They are responsible for the learning and progress of pupils in their classes.

- *Wave 2 - pupils would usually have a 'medium/additional support' yellow star on iSAMS*

Targeted additional interventions, depending on the pupil's needs. This can vary depending on the needs of the pupil/class. At this level of provision, a Prep pupil may need group sessions to support social skills, phonics and reading skills or speech and language group support; a Senior school pupil may have a modified curriculum and have additional English Support and/or Maths Support group lessons as part of his/her timetable. The pupil may attend extracurricular enrichment classes held by the Head of Department of a subject area, or the pupil may attend an extra-curricular study skills class or be invited to attend Supported Prep.

- *Wave 3 - pupils would usually have 'severe /complex' red star on iSAMS* Specialist, additional and highly personalised, usually 1:1 interventions recorded on their individual Provision Map. This can include both academic and social, emotional and mental health interventions, including referrals and support from the school counsellor, CAMHS, SaLT, Jeremiah's Journey or other outside agencies.

Additional support can also be provided by the SENCo/Prep Learning Support teacher during lesson times or lunchtimes either 1:1 or in very small groups, or, with the advice of the SENCo and parental agreement or request, a pupil may have individual support lessons from a specialist teacher. These teachers work on a peripatetic basis. In the Senior school the SEND Department currently offers specialist support in Maths at Key-Stage 3, GCSE and GCE level.

Academic lessons with specialist, peripatetic teachers have separate charges in addition to school fees. They are payable directly to the peripatetic support teacher. Additional 1:1 lessons in the Prep also incur an additional cost.

The Head and the College also recognise that there may be instances where Plymouth College is not the most appropriate setting, and that alternative educational provision is in the best interests of the child.

ASSESS, PLAN, DO AND REVIEW

At Plymouth College, for pupils with SEND, the SEND Department follows a graduated approach as outlined by the Code of Practice.

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

(Code of Practice 2015).

ASSESS

All senior school pupils are screened using the on-line cognitive assessment tools of MidYIS (September of Year 7), Yellis, (September of Year 10) and Allis (September of the Lower 6th Year). Other standardised assessments such as PIRA and spelling/reading assessments are also used throughout the whole school.

A pupil's specific difficulties may become more identifiable at academic stress points such as transferring from prep/primary to secondary school/key-stage 3 syllabus, school exams and transferring to A Level courses. Subject teachers will assess pupils in their subject and plan specific interventions such as catch up sessions and inform the parents, Form Tutor, class teacher and Head of Year, before referring to the SENCo/Prep Learning Support teacher for further assessment and support. In the Prep pupils' progress in both English and Maths is tracked using a shared tracking document. This is a useful tool for identifying areas of concern.

In consultation with the SENCo and/or Prep Learning Support Teacher and parents/carers, a pupil can be screened for dyslexia, although it is important to recognise that this cannot provide a formal diagnosis. We can support onward referrals for ADHD, SpLD, Autism by gathering background information from staff and providing information from our own initial screenings. This can be passed on to a specialist assessor (for dyslexia), Educational Psychologist, CAMHS or the pupil's GP in consultation with both the pupil and parent.

In terms of Access Arrangements for GCSE and GCE Level examinations, the SENCO Mrs Eckersley is the designated access arrangement assessor and will make centre based decisions and liaise with level 7 assessors for formal assessments, if needed. Should the SENCo, in consultation with teachers referrals and diagnosis paperwork, feel that an external, privately paid for assessment is advisable, the SENCo will complete the initial documentation for Form 8 prior to this assessment. This is in line with the JCQ guidance and is both appropriate and best practice [Access Arrangements and Reasonable Adjustments](#).

PLAN

Following identification that a person has a special educational need, a meeting is held by the SENCo/Prep Learning Support teacher with the parents. This can also include the class

teacher, form tutor or HOY. This enables communication and facilitates a shared agreement on any additional provision to meet the needs of the pupil.

SEND provision in addition to classroom based differentiated teaching is outlined in Wave 2 and Wave 3 of the graduated approach.

Word Processing

With the Bring Your Own Device Policy in the Senior school and an increasing focus on digital learning, pupils may be encouraged to use alternative methods of recording as appropriate for them (see Word Processing in Class and Internal Exams Policy). This is at the discretion of the SENCo or the Learning Support Teacher in the Prep. For some pupils, it may be appropriate for them to word-process or dictate as part of their access arrangements, in consultation with subject teachers and the SENCo.

Computer Reader (Read&Write)

Plymouth College provides all pupils with access to the highly regarded Read&Write (Text Help) Reading Toolbar, accessible via a pupil's Plymouth College email address both on site, in boarding and at home. This remarkable tool enables pupils to access any digital material in spite of any reading difficulties they may have; it is widely used in universities, offices and many occupations. Some pupils may also be eligible to use this Reading Toolbar at GCSE and GCE level. Assessment for this Access Arrangement is carried out in-house by the SENCo.

REVIEW

The progress of the pupil with SEND is monitored by the class teacher/tutor/Head of Year and the SENCo. The pupil's flight path consists of assessment grades which are collected from subject teachers typically five/six times per year and are monitored by the Assistant Head (Academic) Mr Phil Grey, HOYs, HODs and the SENCo in the Senior school and by Mr Peter Watts (Head), Mrs Jo Newnham and Pippa DeJager in the Prep. This exemplifies the joint approach to the monitoring of all our pupils, not just those with identified SEND. Pupils can be escalated to 'RED/SEN Support' indicating that progress is not being made and additional intervention/support is necessary. Equally SEND pupils can be moved down to 'YELLOW', recognising progress made and indicating the level of support now required for progress to continue to be made.

Parents of pupils on 'SEN Support' ('RED') are invited for formal SEND review meetings each term to review the progress of their child and the support in place (recorded on their Individual Provision Map), and there is the opportunity for more frequent informal meetings/phone calls/emails as required. Provision for the pupil with SEND is also reviewed for its impact on progress and whether changes need to be made. We strive to be proactive in terms of the support we provide, aiming for pupils to feel supported, valued and increasingly independent in terms of developing their own metacognitive skills. We encourage pupils to take responsibility for their own learning and progress and to make good use of the support available to them, either subject specific lunchtime or after school sessions or more general revision or study skills support.

Once a pupil has been reviewed, the cycle of assess, plan, do and review begin once more to ensure the support for the pupil is appropriate and as effective as possible.

EDUCATION HEALTH CARE (EHCP) PLANS

EHCP plans are reviewed and managed by the SENCo as outlined by national and local council procedures/guidelines.

INTERNAL ACCESS ARRANGEMENTS

Due to the nature of assessments in Years 7-8 it is unlikely that pupils will need Extra Time in end of year tests. However, all staff are made aware that identified pupils may have additional time to complete a test should they need and this is appropriately recorded and monitored. Please refer to the separate policy for information regarding these concessions. Formal access arrangements may be applied for from Term 2 of Year 9 onwards. The SENCO will gather evidence from class teachers and the Head of Year to determine the most appropriate course of action. Access arrangements vary according to the individual needs of the pupil, and some may require additional assessment by a Level 7 assessor. Pupils will have the opportunity to trial access arrangements, and the SENCO will submit a formal application once appropriate adjustments have been identified and are proven to be effective for the pupil.

GCSE / A LEVEL ACCESS ARRANGEMENTS

Where a pupil requires access arrangements beyond those identified in Year 9, or where a pupil joins the school after Year 9, any requests for access arrangements will be considered on a case-by-case basis. The SENCO will review available evidence, including previous assessment reports, educational records, teacher feedback, and the pupil's normal way of working. Where necessary, further assessments may be undertaken to determine eligibility for specific access arrangements. Any arrangements implemented must reflect the pupil's demonstrated needs and comply with the current examination regulations and awarding body requirements.

PARENTS

The College aims to respond promptly to parents' questions and concerns about the education of their children. Parents are kept fully informed about the SEND Department's identification/assessment procedures and are actively encouraged to influence and contribute to the learning support offered to their child. The College also greatly values the knowledge parents have when it comes to making the right provisions to meet their child's individual needs.

Initial concerns about a pupil's progress are discussed between the SENCo/Prep Learning Support teacher and his/her parents and teachers before the pupil's name is added to the SEND register. If concerns persist, the SENCo/Prep Learning Support teacher consults with parents about the pupil's needs and the results of any school-based assessments and the pupil is monitored.

If concerns increase the SENCo/Prep Learning Support teacher may consult with parents to initially have the pupil assessed by the SENCo/Prep Learning Support teacher. Discussions with parents are noted and any insights the parents have about their child's individual needs are added to iSAMS SEND area, which provides a summary of a pupil's SEND and teaching advice for staff. This is also shared with the pupil's teachers, tutor and HOY.

Parents are encouraged to contact the school to discuss their child's progress at any time and can also discuss their child's progress with teaching staff on request and on a more formal basis each term for pupils on SEN Support. The SEND Department's aim is to keep in close contact with parents through regular in person meetings, phone calls, emails and Google Meets where appropriate.

PUPIL PARTNERSHIP

The pupils are also encouraged to be fully involved in the decisions made about their learning support. Each programme of support is developed to meet their individual needs and the pupil's own suggestions are discussed and included as far as possible. The progress of pupils on the

SEND Register is reviewed on a regular basis. Any concerns raised are discussed with the pupils.

Pupils in both the Prep and the Senior school are also welcome to 'drop in' and meet with the Prep Learning Support Teacher or the SENCo if they have concerns about their learning and progress or need support. Pupils with no identified SEND are more than welcome to access support from the SEND department regarding their wellbeing and learning. Both the Prep Learning Support Teacher and the SENCo make themselves available to all pupils in our community, appreciating that anyone can need some additional support, guidance or encouragement at any point in their school career. This is also communicated to parents.

THE SEND REGISTER AND ACCESS TO STUDY CENTRE INFORMATION (Shared Information between teaching staff)

The SEND register is accessible via iSAMS. Staff are advised NOT to print such sensitive information and are encouraged to access the most up to date information about the pupils they teach from their secure device or school computer. Current SEND pupil passports (for pupils on SEN Support) and reports from external sources (such as educational psychologists, hospital consultants or CAMHS) with parental permission are held digitally and confidentially. Sharing of this information with a tutor, class teacher, HOY or relevant teachers is only done as appropriate. Information and advice from outside assessors is also included on the SEND pupil passport. Pupil SEND files are kept in a locked cabinet in the wellbeing hub.

TRANSITION FROM YEARS 6-7

LIAISON WITH THE PREPARATORY SCHOOL

It is recognised that the transition to secondary education can be a worrying time for pupils with special needs (i.e. learning, social and emotional needs). In order to make the change as smooth and stress free as possible, the Head of Lower School makes every effort to visit local schools in order to discuss the individual needs of pupils with the relevant class teachers and SENCos. Further communication by the SENCo may also be appropriate. We also liaise closely with our own Prep school so that individual pupils are discussed and their academic records are made available well before their entry. Parents and pupils are encouraged to visit the College and a dialogue is set up so that the SENCo can begin thinking about support programmes and timetables before the academic year starts. We organise several transition sessions to help familiarise the Prep pupils with their new surroundings in addition to the moving up day.

The Plymouth College SENCo also meets regularly with the Prep Learning Support teacher to discuss pupils' support and share best practice. In the first term of Year 6, the SENCo meets with the Prep Learning Support teacher and the Head of Admissions. This is to ensure a smooth transition from Prep to Senior and that all learning support needs are met. At this meeting, any additional requirements for the Entrance Examinations are to be reviewed. Extra time may be appropriate for some pupils and is considered on a case by case basis. Following on from this meeting, the SEND Department may also make whole class observations of Years 5 and 6 to learn more about the pupils due to transfer to the Senior School.

SEND DEPARTMENT STAFF, ROLES and QUALIFICATIONS

Mrs **Linsay Eckersley** - SENCo. B.A. (Hons) Special Educational needs and disability studies (University of St Mark and St John), FDa In Teaching and Learning, PATOSS member

Miss Helen Searle - Learning Mentor. B.A. (hons) English Literature

Mrs Pippa DeJager B.A (Hons) Primary Education (University of Rhodes), Diploma in SEN, specialising in Learning Difficulties (University of South Africa)

PERIPATETIC STAFF (offering additional paid for 1:1 lessons in Maths)

Mr Neil Jones B. Sc. Combined Science Mathematics, Statistics and Computing. PGCE (Secondary) Mathematics/ICT.

SEND ADMINISTRATION/SECRETARIAL/EXAMINATIONS SUPPORT

Mrs Marjorie Adlington

OTHER AGENCIES

SPECIALIST TEACHER/EDUCATIONAL PSYCHOLOGIST

Details are held at school regarding local assessors

PLYMOUTH NHS TRUST

CHILD AND ADOLESCENT MENTAL HEALTH SERVICE (CAMHS)

Referral to this service can be via the GP, School Nurse or SENCo This can provide access to mental health workers, clinical psychologists and psychiatrists.

CLINICAL PSYCHOLOGY ADVICE

Independent Clinical Psychologists as appointed by parents. Sports Psychologist referrals via sports staff/private insurance.

OPTOMETRIST

Plymouth Centre for Eyecare Excellence

Referrals regarding eye testing and visual stress. The SENCo can advise if a referral may be appropriate.

COUNSELING

School Counsellor Mrs Karen Sargison, or with outside professionals arranged by parents - this can be facilitated by the SENCo/School Nurse.

SPEECH AND LANGUAGE

Professionals from the children's speech and language service, (NHS) or private therapists arranged by parents.