

SEN Information

Local
Offer

The Children and Families Act 2014 requires schools to prepare an SEN Information Report to ensure that parents are fully informed about the provision the school is making for children and young people with Special Educational Needs and Disability (SEND). The SEN Information Report is the exemplification of the school's SEN Policy. This creates an opportunity for schools to review their approach to provision within the school and ensure that it is meeting the broader requirements of the Children and Families Act 2014 and the related Code of Practice January 2015 and the Equality Act 2010.

This report has been written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
 - SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This report should be read in conjunction with the following school policies, which are all available on the school website <http://www.stmargaretstorbay.org.uk/website> :

- Language That Cares: A Trauma-Informed Behaviour & Relationships Policy
- Safeguarding Policy
- Policy for Special Educational Needs and Disabilities (SEND) at St Margaret's Academy.
- Complaints Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility plan
- Equality and Information Objectives Policy

Definition of SEND

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

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age;
- or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2014, p5)

Person with overall responsibility for SEND at St Margaret's Academy:	Sophie Essam
Contact details:	sessam@st-margarets.torbay.sch.uk 01803 327090
Named Trustee with responsibility for SEND:	Sara Pike
Internet website where the SEND Policy can be located:	St Margaret's Academy - Policies

Name of Education Provider: St Margaret's Academy.

1. What special education provision is available at our setting?



What do we do here to meet your needs?

St Margaret's Academy believes the first approach to meeting a child's SEND is 'quality first teaching'. This means that all teaching and support staff believe in an inclusive environment whereby the environment and work is adapted and differentiated in order that each child has access to the curriculum. We can make provision for every kind of frequently occurring special educational need such as dyslexia, dyspraxia, speech and language needs, autism, ADHD, learning difficulties and social, emotional and mental health needs. There are other kinds of special educational needs which occur less frequently, in these circumstances, we can access training and advice so these needs can be met.

Members of the teaching and support staff have the following specialist training and qualifications to support children with SEND:

- Nurture
- Level 3 counselling skills
- Talk Boost
- Speech and language training
- National Award for SEND Coordination
- BSL
- Teacher of the Deaf qualification
- Attachment awareness
- Autism awareness
- Supporting children with severe literacy difficulties
- Thrive
- Level 4 Higher education Children, Young People and Families Practitioner (CYPF)
- Level 2 Domestic Abuse and Violence
- Healing Together, DA facilitator
- Operation Encompass
- Forest School
- Lego Therapy
- Mental Health First Aid trained staff

Additional facilities and support at St Margaret's Academy include:

- Support for hearing impaired children
- Support from the Advisory Teacher for Hearing Impaired and Visually Impaired children
- Assessment and support from the hearing-impaired speech and language service
- Advice, assessment and support from Torbay's Educational Psychology service
- Assessment and support from speech and language therapy service at CFHD

- Support from CAMHS, including Deaf CAMHS
- Support from the school nurse team
- Support from a family support worker
- Support from a health and well-being support worker
- Outreach Support from services such as; Chestnut Alternative Provision and Mayfield Special School and the Special Partnership Trust

The SENCO has day-to-day responsibility for:

- Overseeing the provision for pupils with special educational needs and disabilities, ensuring their needs are identified, assessed, and met.
- Co-ordinating support and interventions, including working with teachers, support staff, and external agencies.
- Maintaining and reviewing SEND records and statutory documentation, such as EHCPs and provision maps.
- Advising and supporting staff to ensure high-quality, inclusive teaching.
- Liaising with parents, carers, and professionals to promote effective communication and shared planning.

The SEND Trustee provides a link between the SENCO and the Trustees.

For specific information regarding the needs of pupils at St Margaret's Academy, please liaise with the SENCO.

2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

At St Margaret's Academy, we follow the guidance as laid out in the Equalities Act 2010. All children are welcome regardless of any special educational needs. We discuss with parents how we will meet a child's special educational needs or disability, working in partnership with other agencies. If there is a waiting list for admission to St Margaret's Academy, we follow procedures as outlined in our admissions policy. Please see our admissions policy for further information, which is available on our website: [St Margaret's Academy - Policies](#)

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

At St Margaret's Academy, we monitor the progress of all pupils to review their academic progress. We use a range of assessments with all the pupils at various points e.g. Language assessments, Y1 phonics screening, spelling assessments, reading assessments, maths and writing assessments etc. Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are extra reading, small group support, in-class TA support, catch up sessions in the afternoon, etc. We follow the Graduated Approach to assessment as outlined in the SENS Code of Practice – assess / plan / do / review.

Despite high-quality teaching targeted at their areas of need, some pupils may still not make adequate progress. For these pupils, in consultation with parents, we will use a range assessment tools to identify area(s) of difficulty and to find ways to support their needs. At St Margaret's we are experienced in using the following assessment tools:

- Language Enrichment Group (LEGs) Screener
- British Picture Vocabulary Scale (cognitive ability)
- Dyslexia Portfolio (literacy difficulties)
- Vernon Spelling Assessment
- York test of Reading comprehension and Salford Sentence Reading Assessment (reading difficulties – comprehension and /or decoding difficulties)
- PHAB – Phonological awareness assessment battery
- Sandwell Maths assessment (Numeracy difficulties)

We also have access to external advisors who carry out assessments for children experiencing difficulties. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional to and different from that which is normally available. If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. Parents will be notified of any change in identification of SEND.

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

All parents/carers of pupils at St Margaret's Academy are invited to discuss the progress of their children during Parents Evenings or SEND Provision Meetings. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on either an Individual Learning Plan or a Group Learning Plan, which will be shared with parents/carers when targets have been reviewed and set for the next stage of learning, three times a year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all

planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents/carers.

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37)

At St Margaret's Academy, the quality of teaching was judged to be Good in our last inspection (June 2023).

As a mainstream school, St Margaret's Academy strongly believes in inclusion meaning pupils with special educational needs are taught alongside their peers. Through quality first teaching, staff adapt, differentiate and personalise the environment and curriculum to meet the needs of the pupils in their class e.g. by adapting resources, varying the pace of teaching, breaking the lesson into achievable steps, using adult support and use of recording/evidencing learning through the use of ICT. Some pupils may need a personalised approach such as visual cues, individual work stations, personalised reward systems and precision teaching. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

All children, including those with additional needs, are entitled to a broad and balanced curriculum and have access to the full range of National Curriculum subjects and any curriculum enhancing experiences open to all other children. We adapt activities as necessary in order that children with special educational needs have access to all experiences.

At St Margaret's Academy, we adapt the curriculum and the learning environment for pupils with special educational needs in line with our Accessibility Plan (available on our school website as detailed above). We also incorporate the advice provided as a result of

assessments, both internal and external, and the strategies described in Statements of Special Educational Needs / Education, Health and Care plans.

To support children with disabilities, we have two stair lifts installed in the school and three disabled toilets. As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we have made the following improvements as part of the school's accessibility planning:

- Monitored and serviced the school soundfield system
- Improved site accessibility for wheelchair users
- Improved pavement access to the school
- Improved markings for visually impaired children and visitors
- Training for staff in attachment aware practices
- Installed child-height handrails to improve accessibility to the hall and outdoor play equipment for our youngest children
- Hoist and changing facilities installed
- Created a dedicated speech and language area in the school

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

The Senior Leadership Team (SLT) and SENCO works collaboratively with parents/carers, site staff, class teachers and support staff to monitor provision. We also have the support of professionals throughout Torbay for expert guidance and specialist equipment. Where external advisors recommend the use of equipment or facilities that the school does not have, we will purchase it using notional SEN funding or seek it by loan. There may be rare occasions when we do not have the resources and facilities to meet the specific needs of an individual child. Where this occurs, and if the resources are essential to meeting the child's needs, we will do our utmost to provide these resources. If this proves impossible, we may suggest a more specialist setting in discussion with parents and the Local Authority.

8. How is this provision funded?



Who pays for this?

Provision for meeting the needs of pupils with special educational needs is funded by the school's notional SEN budget, pupil premium funding and the high needs block. The notional SEN budget is monitored by the Business Manager, Headteacher, Trustees and SENCO with resources being allocated according to need, such as staffing costs, SEN staff training and additional resources.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

As part of our school budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case.

In a small number of cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount, the Local Authority should provide a top up to the school as required in line with the child's Education, Health and Care Plan.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

At St Margaret's Academy, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance through the school's PSHE (Personal, Social, Health and Emotional) curriculum, through whole school and year group assemblies and indirectly in conversations adults have with pupils throughout the day. In addition, we have a number of staff trained who have completed pastoral training. If an emotional need is identified then differentiated support will be put in place. We also have staff trained in Nurture and Thrive and in addition, all staff have received training on attachment awareness. During 2019-20 we were delighted to be awarded the silver mental health in schools award through Leeds Beckett university in recognition of our work supporting the mental health and wellbeing of all members of our school community.

The school ethos at St Margaret's Academy is that every child should feel that they belong and that they are valued for their unique qualities. We have a positive approach to behaviour management and work in close partnership with parents and carers.

For some pupils with the most need for help in this area, we also can provide the following:

- Family Support Worker
- Pastoral interventions
- External referral to CAHMs
- Thrive interventions
- Calm/safe space for pupil to use when required
- Forest School
- Woodland Skills
- Lunch Club
- Morning Snack Club
- Soft Start to the day

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

At St Margaret's Academy, we work closely with the settings attended by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. For children entering Foundation Stage, transition begins in June before their September entry. Parents/carers are invited to an initial information meeting, in addition, parents and carers are encouraged to attend our 'transition morning' with their child. Foundation staff undertake home visits and the children build up to full school during the first few weeks of term.

Transition (to the next year group) arrangements for existing pupils begin in the summer term so that pupils can become familiar with their new class and new classroom staff and any changes in routines. Transition work may be completed on a 1:1 basis or small group basis for children with additional needs. This may take the form of extra visits to their new classroom and a TA may take photographs of their new class/classroom staff which the child can look at over the summer. Pupils with additional needs leaving St Margaret's Academy in Year 6 have extra opportunities to visit their secondary school and the SENCO at St Margaret's Academy meets with the secondary school SENCOs to discuss needs and promote consistency. For pupils with complex needs, meetings with all professionals involved in supporting the child are arranged and personalised transition arrangements take place. When it is known that a child will be leaving St Margaret's Academy to transition to another school or setting, the SENCO ensures to communicate with the new setting's staff through inviting them to Annual Review meetings and transitional meetings. St Margaret's Academy accommodates visitors to the school and arranges enhanced transitions for pupils to aid the transition process to a new setting/school.

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

[SENDIASS Torbay](http://sendiasstorbay.org.uk) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on: 01803 212 638 or by email: info@sendiasstorbay.org.uk Their website has further detail: <http://sendiasstorbay.org.uk/>

The local authority's local offer is published at [Torbay SEND Local Offer - Family Hub](#) and parents/carers without internet access should make an appointment with the SENCO for support to gain the information they require.

13. What extra-curricular activities are available for children and young people with special educational needs?



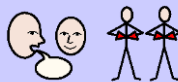
What other activities can you do here?

All pupils at St Margaret's Academy are welcome to attend extra-curricular clubs, residential visits, peripatetic music lessons, school visits and out of school experiences, including breakfast club and after school club depending on availability. Where it is necessary and practice, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity, however, this may not always be possible for extra-curricular activities. Information regarding the extra-curricular activities on offer can be found on the school website: [St Margaret's Academy - Home](#) or by contacting the school office, 01803 327070.

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

Senior leaders, the SENCO, subject leaders and class teachers monitor pupil progress and review the impact of interventions. The effectiveness of intervention groups for pupils with additional needs is regularly reviewed. Progress is shared with parents/carers through written reports, verbally at parents' evenings and informally through SeeSaw, Class Dojo, informal chats, and sometimes through a home-school link book. In addition, the SENCO is available to discuss concerns at parent teacher meetings or an appointment made at other times throughout the year. For pupils with an EHCP, long term objectives are reviewed each year as part of the annual review cycle.

Our school has an open-door policy and will make every endeavour to meet informally at your request.

The assessments we use include:

- NTS Reading, NTS maths and NTS SPAG (these are administered near the end of each term to provide consistency in our teacher assessments)
- BPVS – for exploring a child's receptive ability
- RWI phonics assessments – these are frequent to allow for progression as at the earliest stage through the RWI programme
- Language Enrichment Groups (LEGs) screener – upon entry to Foundation Stage and throughout year1-6 as required.
- Thrive
- Fresh Start
- Boxall Profile and Motional assessments – used by Chestnut Outreach
- Educational Psychology assessments – suitable for the child
- Speech and Language assessments (CFHD) - suitable for the child

Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

Each review of SEND support plans will be informed by the views of the pupil, parents/carers and the team around the child. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

In terms of monitoring special needs provision, 'learning walks' take place regularly and the school undertakes a self-evaluation on an annual basis. Pupil conferencing and parent questionnaires allow us to gather feedback from parents and pupils about the provision for pupils with additional needs. The collated feedback and evaluations are shared with Trustees in the Head teacher's report and the SEND report to Trustees.

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents/carers are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

All teachers and support staff take part in a programme of continuing professional development and have received training in the following areas:

- Emotional difficulties including attachment disorder
- Thrive approach
- Speech, Language and communication needs
- Dyslexia
- Hearing impairment
- ADHD and Autism (including importance of using visual aids and meeting sensory needs)
- Useful BSL to support and enhance spoken language when communicating with all children, including those with a hearing impairment

In addition, some staff who have gained the following specialist training and qualifications:

- BSL level 3 and level 6
- Teacher of the Deaf qualification due to be undertaken
- Cued speech level 1 and level 2
- Attachment Lead Status
- National Award for SEN Coordination
- Nurture teaching award
- Pathological demand avoidance (PDA)
- Supporting children with literacy difficulties
- Forest School
- Healing Together, DA facilitator
- Operation Encompass training
- Level 3 counselling skills
- Talk Boost
- Speech and language training
- Thrive
- Level 4 Higher education Children, Young People and Families Practitioner (CYPF)
- Level 2 Domestic Abuse and Violence
- Lego Therapy
- Mental Health First Aid trained staff
- Paediatric Epilepsy Specialist Nurse

We regularly review our training needs and address gaps through ongoing professional development and where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are the Educational Psychology team, our link speech and language therapist (CFHD), occupational therapy, physiotherapy, dyslexia specialists, CAMHS, Outreach Services (Chestnut, Mayfield, Special Partnership Trust) and advisory teacher for visually and hearing-impaired children. The cost of training is covered by the notional SEN funding.

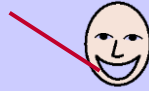
17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

Parents and carers are kept informed about their child's progress through informal verbal exchanges with the teacher/SENCO/members of the senior leadership team/pastoral team; through regular parent teacher meetings; via home-school link books; via telephone and email communication and in multi-agency meetings. As part of normal teaching arrangements, pupils might access additional teaching to help them catch up if progress monitoring indicates this is necessary. This does not necessarily mean a pupil has a special educational need. All such provision is monitored and discussed with parents/carers. If parents or carers have a concern, they can request an appointment with either their child's class teacher, the SENCO or member of the leadership team in order to discuss these concerns at the earliest opportunity. If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs and permission to add them to our SEND register will be sought from parents/carers because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

At St Margaret's we would always seek to resolve an issue before it gets to the stage of a formal complaint. We encourage parents and carers to discuss any concerns they have with this guidance for communication:

- 1. Class Teacher** – first point for day-to-day concerns; initiates restorative response and parent communication where appropriate.
- 2. Key Stage Lead:** Mrs Susannah Tandy for EYFS & KS1 and Mrs Lyndsey Kerswell for KS2 – supports consistency and tailored plans.
- 3. Behaviour & Relationships Lead (Designated Person):** Mrs Nicole Turner, Deputy Headteacher – oversees strategy, data, staff coaching, complex cases; contact: nturner@st-margarets.torbay.sch.uk or [01803 327090](tel:01803327090).
- 4. SENCo:** Mrs Sophie Essam – ensures reasonable adjustments and graduated SEND support; contact: sessam@st-margarets.torbay.sch.uk or [01803 327090](tel:01803327090).
- 5. Designated Safeguarding Lead (DSL):** Mrs Nicole Turner, Deputy Headteacher – coordinates safeguarding where risk thresholds are met; contact: nturner@st-margarets.torbay.sch.uk or [01803 327090](tel:01803327090).
- 6. Headteacher:** Mrs Nikki O'Dwyer – ultimate on-site escalation; decision-maker for suspensions/exclusions; contact: nodwyer@st-margarets.torbay.sch.uk or [01803 327090](tel:01803327090).
- 7. Chair of Trustees:** Mr Nik Salter – escalation on governance matters only; contact via the Clerk: admin@st-margarets.torbay.sch.uk

If parents wish to make a formal complaint, information about procedures for doing so can be found in the Complaints Policy on the school website or via the school office.

If the complaint is not resolved after it has been considered by the Trustees, then a disagreement resolution service or mediation service may be contracted, depending on the nature of the complaint. If it remains unresolved after this, the complainant may be able to appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination or to the Secretary of State for other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

Visits to the school are welcomed, parents and carers can phone the main school office (01803 327090) or email: admin@st-margarets.torbay.sch.uk to arrange a visit. Parents and young people can look at our website, which has the SEN policy and other information about the school: [St Margaret's Academy - Home](#)

20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



How do we work with everyone else to help you?

The school has a designated safeguarding lead (DSL), Mrs Nicole Turner, who is the point of contact for social care, the Early Help Team and other support services such as Young Carers. Sometimes these professionals contact us following a concern raised by the parent/carer or another person, sometimes we contact them for support and advice if a family is experiencing difficulties. The DSL attends all meetings with social care (core groups, child in need meetings and child protection conferences / reviews) and organises TAF (Team around the Family) meetings with other agencies if appropriate. The SENCO liaises with medical professionals via telephone, letter or face to face meetings to support children with medical and mental health needs.

The Trustees have engaged with the following bodies:

- A service level agreement with the Educational Psychology service for 10 days a year
- A service level agreement with Speech and Language therapy service
- Membership of professional networks to support teaching and learning

21. Arrangements for supporting children who are looked after by the local authority and have SEN



How do we help children who are looked after by Torbay Council?

We have a designated teacher for children who are looked after (CLA). The designated teacher attends review meetings, works with the carers and social worker on the PEP (personal education plan), liaises with Torbay Virtual School for additional support for CLA pupils and attends training provided for designated teachers. She also attends the termly CLA cluster meeting. Support is given for CLA during the transition from Y6 to Y7. The SENDCO attends a number of meetings as required/as appropriate for children who are both CLA and SEND.

Date: Spring Term 2026

Headteacher: Mrs Nikki O'Dwyer

SEND Trustee: Mrs Sara Pike

SENDCO: Mrs Sophie Essam