

Plymstock School - SEND INFORMATION REPORT (SIR)

November 2019

If you would prefer to call & ask questions, instead of reading the report, please call (Tel: 01752 402679)

1. 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)

2. 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

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. NAME AND CONTACT OF THE SENCo AND THE SEND GOVERNOR

SENCo: Tamsin Summers

SENCo Qualifications: BA (Hons); PGCE; undertaking further qualifications

Contact details: tsummers@plymstockschool.org.uk

Mrs Fenwick, Assistant SENCo at: kfenwick@plymstockschool.org.uk or telephone (Tel: 01752 402679)

The SENCo reports to the governors annually to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times. The **SEND Governor** is **Anne-Marie Williams** who may be contacted through the Clerk of Governors at Plymstock School.

The SEND Governor is responsible for the Learning Support (SEND) department and meets with the SENCo. The 'SEND governor' also reports to the governing committees, to keep all the governors informed.

4. ARRANGEMENTS FOR CONSULTING WITH PARENTS OF STUDENTS WITH SEND

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. Parents/carers 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 parents/carers 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. The Learning Support Department also has an 'open door' policy and encourages regular dialogue with parents: in person, by email, telephone, home/school book and via the Student Planner.

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.

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 SENCo or teaching assistant 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.

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 (SENCo, Deputy SENCo and Assistant SENCo) and the Leadership Team.

All students on the SEN 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 SEN.

Team Leader for **Year 7 students** Lisa Matthews: lmattthews@plymstockschool.org.uk

Team Leader for **Year 8 students** Kate McCoy: kmccoy@plymstockschool.org.uk

Team Leader for **Year 9 students** Ellen Blakeman: elakeman@plymstockschool.org.uk

Team Leader for **Year 10 students** Elaine Whitehead: ewhitehead@plymstockschool.org.uk

Team Leader for **Year 11 students** Kate Rice: krice@plymstockschool.org.uk

You can contact the SEN team by email or by telephone through the school switchboard (Tel: 01752 402679)

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.

5. 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.

During Terms 1 and 2 Plymstock School undertakes a process for reviewing the Quality Assurance (QA) of Teaching and Learning. All 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. In 2016/17 we also undertook an external peer review through our membership of Challenge Partners. Plymstock School is part of the Westcountry Schools Trust (WeST), a Multi Academy Trust (MAT). In 2018/19 the QA has been conducted by an 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. One example was a survey of those students receiving a variety of literacy intervention 2017/18. 100% found the sessions helpful and recognized their value across the curriculum. Comments included:

- 'Literacy Leaders has built my confidence to help me write my scripts and the book, that I am currently writing. This is what I'm really thankful for because of the support I get from Literacy Leaders and Miss Hogben.'
- 'In Year 7 I had a reading mentor called Anna. I find it really helpful reading with Anna. It makes it easier to understand what's going on in the story and she helps me when I get stuck on certain words. She's my mentor and my friend.'
- 'When I first came to Plymstock School I didn't like reading and I tried to avoid it as much as possible. But during the half an hour reading sessions, when I read in the library, I started to enjoy it and I've enjoyed reading ever since.'
- 'I really like reading - it's great. I want to read all the time. I read in the library in Year 7 and I wish I could read in there again.'
- 'In Year 7 and 8 the help from the reading half an hour made me want to read more now I am in Year 9.'

- ‘I like reading in the library because I have been given lots of help and it has given me confidence.’
- ‘I enjoy the time we are given every day to read – it has really helped my reading and improved my English. I read with some older students when I was in Year 7 and my reading has improved. I worked so hard that I was invited to go on the ‘Harry Potter’ trip – which was fun.’
- ‘I like reading especially in the half an hour reading. It allows me to block out the rest of the world. I like coming to the library to read.’

6. ARRANGEMENTS FOR ASSESSING AND REVIEWING PROGRESS TOWARDS OUTCOMES

The Special Educational Needs Co-ordinator (SENCo) maintains the Special Educational Needs Register and the Pre-SENDS watch list. To ensure that staff are aware of which students have SEN, the information is available on the internal school network. Each of the students on the SEN lists has an **Individual Education Plan (IEP)**. The IEP is usually written by the SENCo (SEN and Disabilities Coordinator) in consultation with students, parents/carers and teachers. It may also involve consultation and advice from external agencies.

Students on the SEN register will have an Education, Health and Care Plan (EHCP) or SEND.

Categories of SEN need:

1. **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.
2. **SEND** – 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.

In addition to the SEN 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.

3. **Pre-SENDS** – 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)

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.

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 SEN support may reduce. In this case students may be removed from the SEN register. If a student is removed from the SEN 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 SENCo throughout a student's education.

How does Plymstock School assess the progress of children with SEND?

- Each term Plymstock will complete a progress review on your child. This review is similar to a report and shows if your child is making progress in all areas of the curriculum.
- Each term the SEN team will review your child's progress review and contact you to review your child's progress with regard to their SEN.
- Following this consultation the department will make changes to their IEP if necessary, to ensure the support they receive is tailored to their need.
- The SEN teams meet on a weekly basis to discuss the progress SEN 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.

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)

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.' 'In-house' 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.

7. 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.

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.

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 Career Officer and in addition the relevant Team Leader will meet with Deputy Head Curriculum to review option choices on an individual basis.

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 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 Statement/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.

8. 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 student information exchange meeting, 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.
- Each year we will map our provision to show how we allocate resources, to students with SEND; 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. 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.
- 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 School Library team and Literacy Co-ordinator and supported by the Learning Support team is particularly noteworthy and has been recognised by Challenge Partners in November 2016, as an Area of Excellence.
 - **Literacy Intervention Year 7 – 2018-19:** 40 students benefitted from targeted literacy intervention and took part in extra literacy lessons, which equated to three extra lessons a fortnight.
 - The Reading Ages of our students are tested and compared to measure the impact of our strategies to improve reading. Students in Years 7 and 8 read for half an hour every day. The Reading half hour moves through the timetable and students in Y9 also read if the half hour occurs during their timetabled core subject lessons. Every year, we review our data to check that students are indeed improving their reading at a rate that is higher than the actual number of months between testing
 - In 2018-19, The impact of our Reading initiatives on the weakest readers was impressive, with the average increase of the weakest 10 students in Year 7 being **11.7 months**, Y8 making **24.6 months** progress and Y9 **10.3 months** in the time between testing.
 - Students in Years 7-11 can attend a variety of additional support lessons, after school, to minimize the impact on their qualification courses. For example; a Science Café for students in Years 9-11. In addition, all students are able to access a specific targeted subject based supportive study programme for Year 11, including period 6, supervised study, where they can access subject teachers or have additional support with revision and homework.
 - A pilot literacy intervention is taking place during the academic year 2019-2020, targeting students with a low reading age who need support to access the

curriculum. The course is bespoke and being delivered by qualified teachers in small groups, alongside a programme run by PE staff to improve confidence, team work skills and personal organisation.

- **The Accelerated Reader Programme** is used for all of Year 7 and lower attaining readers; generally SEND students in Years 8, 9 and 10. The following are also offered: **Reading Peer Mentoring** sessions as part of the 30 minute daily reading slot (with TAs, library staff and student mentors), **Literacy Leaders' Club** held every Monday and Thursday after school and the **Year 7 Reading Challenge** encourages SEND students to read and this is monitored by parents via a Reading Challenge booklet that goes home to students.
- Home Learning (Homework) Support is offered after School on Tuesday, Wednesday and Thursday by a whole school Homework Club (on average 20 students attend each session and about half of them are on the SEND register). In addition, many SEND students access support offered by subject areas at both lunchtime and after school. Some students with complex needs have a reduced timetable, if professional advice recommends that this will be beneficial to them.
- Specialist equipment, books or other resources that may help the student are purchased as required, for example ICT resources.

At Plymstock School we train staff to support students with SEND and secure specialist expertise or tuition if we need it. Our work with students is driven by their need.

- **Quality First Teaching** is addressed for teaching staff through a range of options:
 - All teaching staff have regular opportunities for Continuous Professional Development (CPD) and have access to a career stage professional development programme, beyond whole school and subject based training.
 - Four whole - school dedicated training days. Specialist training is provided for staff, including additional information about common barriers to learning, strategies and resources to use to improve progress and input on metacognition and retrieval practice.
 - The Monday Departmental Meeting 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.
 - In addition, we hold regular voluntary CPD sessions for teachers and TAs at lunchtimes on Friday's; 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. 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).

- TAs were trained in the summer 2017 term by Sarah Oakley (Literacy co - coordinator) in reciprocal teaching to prepare them for delivery of the 'Lit Programme'. There are also two TAs trained in the delivery of the Year 7 Catch up Programme in Literacy and Numeracy.
- Teaching Assistants are engaged in ongoing skills training. They meet once a fortnight on a Monday, for specific departmental training in dedicated meeting time. Annual training is recorded and held by the SENCo. The list below shows some of the training members of the Learning Support Department engaged with in the last two years:
 - EHAT
 - Attachment Training
 - Literacy Support through the 'Lit Programme'
 - Fire extinguisher safety training
 - Coaching for Performance
 - Dyslexia training
 - Hearing Impairment training, specifically supporting students with cochlear implants
 - Visual Impairment training, specifically for students who use technology to access work
 - Exam Access Arrangements update
 - First Aid Courses
 - Safeguarding & Child Protection Training
 - Occupational Therapy training
 - Manual Handling Training
 - Mental Health Training as part of Plymouth City Council Mental Health strategy
 - MindEd online training for mental Health
 - Maximising the Effectiveness of Teaching Assistants
 - Facilitating examinations, for example as a reader/scribe
 - Re-Balance
 - Supporting professionals throughout the process of contributing to an EHCP
 - Clicker 7 training
 - Working at Height – Ladder Association
- 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. 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.
 - In addition to the Plymouth Local Authority Schools Advisory Service, in 2016-17 the department were supported by the Dartmoor Teaching School Alliance (DTSA) School Leader of Education (SLE). This involved training around a variety of SEND

related topics to the four areas of SEND need, in addition, to supporting the department with re-structuring.

- SWTSA SLE National Audit Review and Plymouth Local Authority Audit completed in 2017-18.
- In 2017-18 the department has access to a variety of training and support from the Plymouth Local Authority SEND network support. In addition we can access peer support from the newly appointed South West Teaching School Alliance (SWTSA) SLE, to help continue to review and monitor the implementation of our new department structure and implement the training necessary to deliver this model.
- In 2018-19 the Local Authority conducted an audit into our graduated response to literacy difficulties and offered recommendations on how to further advance the existing provision. Plymstock School's Literacy Policy was used as an example of good practice by the Local Authority.

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. For example, latest editions of the Literacy Intervention and Catch Up reports are available from the SENCo and on our school website.

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.

Attainment and progress for students on the Special Educational Needs register was highlighted on our school inspection dashboard in 2016. We are pleased with initial outcomes for ECHP students in 2017, 2018 and 2019, but remain committed to achieving further improved outcomes in 2020.

"The progress of key stage 4 pupils who have a statement of special educational needs or an Education, Health and Care Plan has improved dramatically" (Ofsted 2017).

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

We are involved with the Early Help for Mental Health (EH4MH) offer which includes direct work with young people from Young Devon. Psycho-educational lessons are delivered by Young Devon for students in Years 7-11 with anxiety. Sixth Form students are able to access support by Live Well South West specifically for: anxiety, mood, sleep, depression, assertiveness and mindfulness. In addition, in 2017/18 we launched a peer listening scheme, mentors have been trained to host "drop in" sessions to allow students to find peer-to-peer support by having someone to listen to their concerns.

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). Use is also made of the Teaching and Learning Zone (TLZ), a supervised quiet study facility for students who are temporarily unable to cope with the demands of the mainstream classroom and the Sensory Room (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. In 2018-19, the SENCO undertook Level 3 Child Protection training, 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. Mrs Walton is the school's full time Designated Safeguarding Lead (DSL) and Single Point of Contact (SPOC), Mr Sprenkel, (Deputy Headteacher) is the Designated Teacher for Looked After Children, Mr Pearsall (Headteacher), Mrs Summers (SENCO), Mrs Smith (Assistant Head of Year), Ms Offer (Attendance Officer) Miss Holton (Assistant Head of Year), Mrs Harris (Head of Year) and Mrs Littler (Assistant Head of Sixth Form) are the Level 3 trained Safeguarding Officers. Mr Sprenkel, Deputy Headteacher, has leadership of the pastoral team and is the school lead for E-safety, behaviour and the anti-bullying policy. Mrs Littler, Assistant Head of Sixth Form is the school's mental health lead. Mr Hurd-Thomas (Head of Art) is currently leading a project on Mindfulness with both students and staff.

Students are encouraged to participate in extra-curricular activities. The full Clubs and Activities Booklet for 2019-2020, can be found on the Plymstock School website. Inclusion is important to us and last year students on the SEND register participated in the following activities during non-curriculum time:

- Badminton
- Clay Club
- Drama
- Duke of Edinburgh
- Fitness Suite
- Football

- Gym
- Hockey
- Library Literacy Support
- Netball
- Plymstock School Choir
- Rugby Club
- Subject Specific Support for homework and GCSE courses
- School Production (Show)
- Ten Tors

10.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

11.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. **Plymouth Online Directory (POD)**.

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

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 SENCo, Mrs Summers, 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 Pearsall.

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) (formerly - Parent Partnership) – telephone (01752) 258933) for SEND; there is a hyperlink to their website on the SEN page of the Plymstock School website. You will also find a link to the Plymouth City Council Local Offer, **Plymouth Online Directory (POD)** which includes contact information so that parents/carers may consult the County 0-25 Special Educational Team.

13.OTHER RELEVANT DOCUMENTS

On the school website: Accessibility Plan, Equality Opportunities Policy, Medical Conditions Policy, SEND Policy, Local Offer and Safeguarding Policy.

Tamsin Summers, SENCo, 12.11.18