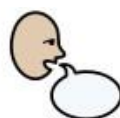




SEND



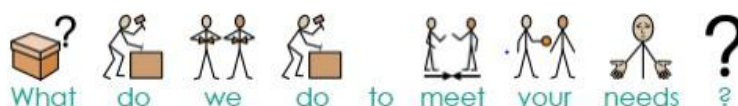
Information



Report

2025 - 2026

Person with overall responsibility for SEN within school / college / organisation:	Kat Waterson (SENDCo)
Contact Details:	kwaterson@rivieraet.co.uk
Web address of SEN Policy:	https://www.shiphay.com/special/policies/



At Shiphay Learning Academy we are proud of our inclusive approach and we strive to meet all our children's needs, including those with SEND. Initially, this is done through quality first teaching which is carefully adapted to a child's ability and supported by targeted teaching in small groups or 1:1 where necessary.

We have close relationships with a variety of outside agencies, which help us support pupils with SEND, such as: Educational Psychologists, Speech and Language Therapy, Local Authority Advisory Services, Health Professionals and Specialist Outreach Services offered by other schools.

All the staff receive regular training on how to support a wide range of Special Educational Needs. Including how to support the main four areas of need - cognition and learning, communication and interaction, physical and sensory and social, emotional and mental health needs. Within school, all staff are trauma informed and we have a pastoral team, including a Family Support Worker who are all able to offer support and advice to our children and families.

Area of need	No. of pupils at SEN support <i>Some needs overlap</i>	No. of pupils with an EHCP <i>Some needs overlap</i>
Cognition & Learning	14	There are overlaps with physical and sensory
Autism	8	3
Communication & Interaction	19	6
Social Emotional Mental Health	7	2
Physical and Sensory	3	There are overlaps with physical and sensory
Specific Learning Disability	3	2
SEN Support (K) ALL	54	13 – with 6 pending EHCP Requests

Currently we have **67** children on our SEND register











What is the admissions process to gain a space at your school ?
























How do I find out if I can come to your school ?

The admission arrangements for pupils without an Education, Health and Care plan are administered by Torbay Council and do not discriminate against or disadvantage disabled children or those with special educational needs.

For more information please see our Admissions Policy on the school website: [School Policies | Shiphay Learning Academy](#)

Decisions on the admission of pupils with a Statement of Special Educational Need / Education, Health and Care plan are made by the Local Authority.

We welcome visits and a meeting with the SENDCO to any children with their families who want to join us.

How do we identify the particular special educational needs of a child ?














How do we work out your needs and how to help you ?

At Shiphay Learning Academy we monitor the progress of all pupils regularly to review their academic progress. We also use a range of assessments with all the pupils at various points throughout the year (Y1 phonics screening, spelling age, reading age, maths and writing assessments).

Where progress is not as expected, even if special educational needs have not been identified, using guidance from the Torbay SEND Graduated Response Toolkit we put in some support to enable the pupil to try to catch up.

[Introduction to Graduated Response - Torbay Council](#)

Assess, plan, do, review cycle

Sometimes, despite high quality, targeted teaching being put in place to meet a child's needs, they may still struggle to make adequate progress. For these children, and in consultation with their parents/carers, the SENDCO and other staff supporting the child will look further into the areas of concern. This may be through using additional screening tools

we have available such as BLANKS speech and language levels, Speech Link and Nuffield Early Language Intervention (NELI).

We also have access to external advisors such as hearing and visual impairment teams, an Educational Psychologist, Speech and Language Team, ASC and Behaviour Outreach. Please note that additional assessments are subject to waiting lists so may not be actioned immediately.

The purpose of more detailed assessments is to understand what additional resources and different approaches are required to enable a child to make better progress. These will be shared with parents/carers, put into a SEN support plan and reviewed regularly, and refined or 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 and different to what 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. When any change in identification of SEN is changed, parents/carers will be notified.

We will ensure that all staff who work with the child are aware of the support that is needed and will be aware of the necessary teaching approaches and adaptations to be used.

How do we consult with parents/carers and children about their needs ?

How do we find out what you and your parents/carers think you need help

with ?

All parents/carers of pupils at Shiphay Learning Academy are invited to discuss the progress of their children twice a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times.

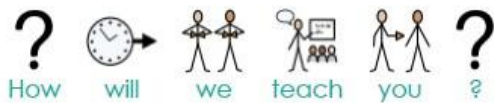
As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this, improvements in progress are not seen, we will contact parents/carers to discuss the use of internal or external assessments (listed above) 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/carer will be invited to all planning and reviews of this provision. Parents/carers 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.

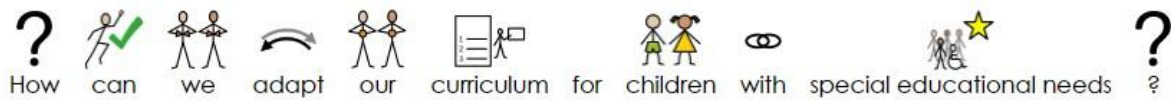
When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.



At Shiphay Learning Academy the quality of teaching was judged as 'Requires Improvement' in our last Ofsted inspection and the school is working closely with the Trust Leadership Team to improve this to 'Good'.

We aim to support our children with developing our high-quality teaching practice that is adapted to meet the needs of individual learners.

At Shiphay we are proud of our inclusive approach and staff work together to ensure that everyone who needs to, knows the best way to support a child with their learning and what approaches and adaptations need to be made to make sure they are successful.



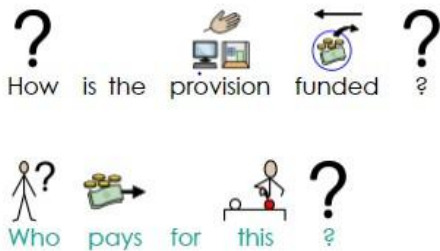
At Shiphay Learning Academy we adapt the curriculum and the learning environment for pupils with special educational needs in line with our Accessibility Plan (<https://www.shiphay.com/schoolpolicies/>). We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care plans.

All curriculum related trips and activities offered to children at Shiphay are available to pupils with special educational needs either with or without an Education, Health and Care plan. Where it is necessary, 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.



Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice.

All clubs, trips and activities offered to pupils at Shiphay Learning Academy are available to pupils with special educational needs either with or without an Education, Health and Care plan. Where it is necessary, 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



All mainstream schools receive money for special educational needs support and resources. This is called "delegated" funding because it is given (delegated) to schools by local authorities or the Education Funding Agency from money they receive from central government. The SEND part of the school's income is sometimes called the "notional" SEND budget because it is not based on the school's actual numbers of pupils with special needs, but on a formula.

Element 1

We receive money for each pupil, based on actual pupil numbers. This is called the Age Weighted Pupil Unit (AWPU) and it is part of schools' delegated funding. Some of this money is for general SEND provision.

Element 2

Element 2 funding is SEND-specific, and is to provide SEND support for children who need it. This is support that is additional to or different from the support that most other children get. SEND support is for children who used to have help through SEND Support Plan.

The local authority provides this funding for schools it is responsible for using a formula that determines the amount of money the school gets. Element 2 funding is also part of schools' delegated budget.

Element 3

When we have children needing additional funding, we can request this. The local authority is responsible for managing Element 3 funding (sometimes called the 'high needs block'), which can be used to make specific provision for an individual child or a group of children if we can show it is necessary.

What additional support is available for children with special educational needs and how do

they access it ?

What else can you do and how does this happen ?

As part of our 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 and a full list of the interventions we can offer is on our provision map also available on our website.

In very few 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 top up to the school as required in line with the Child's Education, Health and care plan.

How do support and improve the social and emotional development of children with

special educational needs

How can we help you learn about feelings and relationships ?

At Shiphay Learning Academy we understand that supporting a child's emotional resilience and social skills, both through direct teaching and indirect teaching. For example, PSHE lessons and assemblies are taught directly to classes and we support children indirectly everyday through conversations and interactions with adults. These conversations and creating more time to build relationships with children throughout the day is of paramount importance. We have adopted a relational, trauma informed response to supporting children's social emotional and mental health needs.

For some pupils with the most need for help in this area we also can provide the following: support from a family support worker, play therapy, regular sessions with our trauma informed schools

practitioner, external referral to Mental Health Support Team or CAMHS, time-out space for children to calm and regulate themselves.

All clubs, trips and activities offered to pupils at Shiphay are available to pupils with special educational needs either with or without an Education, Health and Care plan. Where it is necessary, 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.

? do we support children with transitions ?



? can we help you get ready for changes ?



At Shiphay Learning Academy we work closely with the educational settings used by the pupils before they transfer to us. This enables the school transfer to be as seamless as possible. The process involves us contacting the adults, who have been supporting the child, to ensure we have a sound understanding of a child's current needs and to guarantee that we have the correct resources and support in place when they join our setting.

We contribute information to a pupils' onward destination by providing information to the next setting in a similar way, ensuring all our knowledge and understanding is passed on as well as the plans and reports we have to support this.

We also carefully consider if a child will benefit from an enhanced transition process, and organise this if we think it is appropriate.

       ?
What other support is available for children with special educational needs ?

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

SENDIASS Torbay 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:

Office: 01803 212 638

E-mail: info@sendiasstorbay.org.uk

Website: <http://sendiasstorbay.org.uk/>

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

Shiphay has internal processes for monitoring the quality of provision and assess the children's progress.

These include:

- Monitoring of pupil progress and attainment through termly teacher assessment
- Pupil progress discussions with class teachers, Team Leaders, Head of School, Head of Teaching and Learning and CEO.
- The creation of Individual Support Plans (ISPs) and termly reviews.
- Annual cycle of formal observations of teachers as well as informal drop-ins such as our coaching programme
- Termly SEND assessments
- Use of diagnostic assessments, e.g. York Assessment of Reading Comprehension (YARC), Vernon Graded Spelling, Dyslexia Portfolio, Bracken Basic Concept Scale of Expressive Language, Engagement Model, British Picture Vocabulary Scale (BPVS), Phonological Assessment Battery 2nd Edition (PhAB2), Sandwell Early 5 Numeracy Test, Sensory Processing Resource Pack: Early Years, Blank Levels of Questioning and The Autism Progression Framework.

If these assessments do not show adequate progress is being made, the SEN support plan will be reviewed and adjusted.


 How do we assess the effectiveness of our special educational needs provision and how


 are parents/carers and children involved in this process?


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

For all pupils, progress and attainment data for Maths and English is reviewed each term. This allows us to identify children who may be having difficulty or be falling behind. As a result, curriculum targets are set and interventions may be put in place to support them.

For some SEND children at school support, whose needs are deemed to require support additional to what is normally provided, individual targets and provision may be set out on ISP (Individual Support Plan). These are reviewed regularly by staff and overseen and monitored by the SENDCO. Pupils are regularly consulted to comment on progress, and parents are informed termly through parent/teacher consultations. Staff are also available by appointment to discuss pupil's progress at other times.

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

How do we ensure our staff have the expertise to support children with

special educational needs?

How do we make sure that the people helping you have the right skills to do

it?

All teachers and teaching assistants have had the following awareness training:

- Autism Training
- Tourette's Awareness
- ADHD Training
- Dyslexia Awareness
- Dyscalculia Awareness
- Dyspraxia Awareness
- Down Syndrome Training and Awareness
- ELSA - Emotional Literacy Support
- Trauma Informed Training
- Colourful Semantics (Speech and Language intervention)
- Provision Mapping
- Graduated Response Toolkit Planning
- Adaptations, Reasonable Adjustments and Differentiations to the curriculum
- Individual Support Plan Training

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 Local Outreach Services, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists and Dyslexia Specialists etc.

How do we keep parents/carers informed when their child has special education

provision but not an EHCP?

How do we help your parents/carers know how to help you.

All parents of pupils at Shiphay Learning Academy are invited to discuss the progress of their children on 3 of occasions a year and receive a written report once a year. 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 a Provision Map which will be shared with parents three times per 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 child will be identified as having special educational needs due to special educational provision that is “additional to, or different from, that made generally for others of the same age”. Parents/carers will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.









How can parents/carers make a complaint about our provision?












What can your parents/carers do when things are not going well?

The normal arrangements for the treatment of complaints at Shiphay Learning Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENDCO or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, 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.

There are some circumstances, usually for children who have an EHCP, 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.







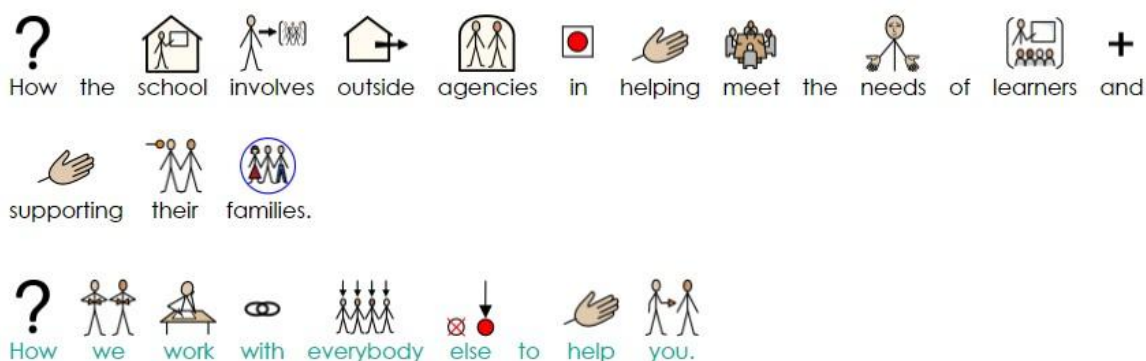



How you can find out more about our setting ?

Shiphay Learning Academy,
 Exe Hill, Shiphay, Torquay
 TQ2 7NF
 Tel: 01803 613556
 Email: shiphayadmin@rivieraet.co.uk
[Shiphay Learning Academy](#)

[Trust Policies | Shiphay Learning Academy](#)

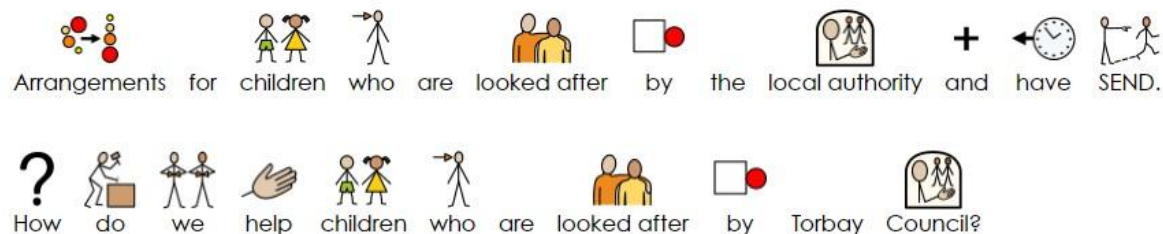
[School Policies | Shiphay Learning Academy](#)



At Shiphay Learning Academy we engage with the following agencies: -

- A Service Level Agreement with Educational Psychology service for 14 days per year
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirements for direct therapy or advice
- Ability to make requests for advice and support from Chestnut Outreach for ASC, behaviour and Mayfield SEND Outreach for support for the inclusion of pupils with complex, severe or multiple learning difficulties. Through the service, mainstream schools are offered quality skilled professional support for pupils with an Education Health and Care Plan (EHCP) or at SEN Support

Finally, SENDCos within the Trust attend SENDCO forums and Trust SEND meetings



For looked after children there is regular liaison between the designated teacher and SENDCO to ensure that looked after children with SEND receive the same level of support as other children with SEND in accordance with the Code of Practice.

School is involved in attendance of LAC reviews and all other relevant social care meetings in order to provide information regarding the child's learning, attainment and any concerns raised by the school.