



TORPOINT
COMMUNITY
COLLEGE

SEND INFORMATION REPORT

Academic Year 2025-2026

SEND Information Report for Torpoint Community College (Aligned with the SEND Code of Practice 2015, updated 2020)

Introduction

This report explains how Torpoint Community College supports learners with Special Educational Needs and Disabilities (SEND).

- Our SEND policy is available [here](#)
- Cornwall's Local Offer can be accessed [here](#)
- The SEND Code of Practice can be found [here](#)

The Four Areas of Need

In line with the SEND Code of Practice, we identify needs within four broad areas:

1. Communication & Interaction
2. Cognition & Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

Understanding the Four Areas of Need

Area of Need	Description	Relating to difficulties with:
Communication and Interaction	Learners with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication.	Attention / Interaction skills: • May have difficulties ignoring distractions. • Need reminders to keep attention. • May need regular prompts to stay on task. • May need individualised motivation to complete tasks. • Difficulty attending the whole class. • Interaction will not always be appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. Understanding / Receptive Language: • May need visual support to understand or process spoken language. • May need augmented communication systems • May have frequent misunderstandings. • Repetition of language and some basic language need to be used to aid their understanding. Speech / Expressive Language: • May use simplified language and limited vocabulary. • Ideas / conversations may be difficult to follow, with the need to request frequent clarification. • Some immaturities in the speech sound system. • Grammar / phonological awareness is still poor and therefore their literacy can be affected.
Area of Need	Description	Relating to difficulties with:

Cognition and Learning	Support for learning difficulties may be required when learners learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) e.g. dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD)	• Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of numbers • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing
Social, Emotional, Mental Health (SEMH)	Learners may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.	• Social isolation • Behaviour difficulties (ODD/EBD/PDA) • Attention difficulties (ADHD/ADD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image • Emotional based school avoidance (EBSA)
Sensory or Physical	Learners with medical/genetic conditions or physical/sensory impairments.	• Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care.

Supporting SEND at TCC

All students receive:

- High quality teaching
- Assessment of their progress and targeting of their areas of difficulty.
- Reasonable adjustments in class to access the curriculum.

Cause for concern:

- Screening and tracking of the pupil progress.
- Concerns raised by parents, pupils or staff
- Observations of the pupil indicating SEND
- Teacher to complete MS form.

https://forms.office.com/Pages/ResponsePage.aspx?id=amdpanyvQAUyRxcMxyvsM13MFDmFSNTJMgO06x_yCisdURFI1Nzk4RzZHMEsRNEg0UzIzNEtNSkNDVC4u

NB Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Cause for concerns and evidence provided discussed at SEND team meeting.

Pupil is placed on **SEND SUPPORT**

- The graduated approach (below) is adopted.
- Pupil receives support that is "additional to or different from" their peers.

OR

Pupil is **MONITORED** by class/subject teacher:

- Student passport
- Additional evidence required to place pupil on SEND support
- Pupil does not meet threshold for SEND support. (k)

1) Graduated Approach: Access

- Data is collated to provide accurate assessment of pupil needs with parent and pupil input/

2) Graduate Approach: Plan

- *Learning plan identifies expected outcomes and targets.*
- *Appropriate evidence-based intervention identified.*

4) Graduate Approach: Review

- *Appropriate evidence-based intervention implemented and recorded*

3) Graduate Approach: Do

- *Appropriate evidence-based intervention implemented and recorded.*

*If difficulties persist, a request for an **EHC NEEDS ASSESSMENT** may be discussed for some pupils:*

- *With severe, complex or long term SEND*
- *Who continue to make no progress having received SEND support.*

We provide a wide range of universal provision through use of adaptive teaching. We ensure there is high quality learning and teaching for all learners and that progress and learning is at least good every day. This means the effective inclusion of all learners in high quality everyday personalised teaching is being strived for.

Teaching staff have a duty to plan for the needs of all learners. This includes ensuring that any additional adults are used effectively. The SENDCO can offer specialist expertise and advice to parents, teaching staff and pastoral teams in supporting SEND learners.

The College Leadership Team and Curriculum Team Leaders monitor and assess the quality of learning and teaching in all classrooms for all learners, including those with SEND.

Teachers will use a range of classroom assessments to identify learners of concern and relevant targets. Teachers then plan to support those learners through adaptive teaching e.g. teacher tweaks and adaptations. Additional classroom support/interventions may be implemented. The provision being made for these learners is regularly reviewed as well as their progress.

If concerns persist following a period of teacher adaptations, concerns will be shared with the SENDCO and parents/carers. Additional support/interventions may be planned. The learners progress and any interventions will be monitored and reviewed carefully for impact by class teacher and SENDCO.

Additional in-school assessments may be carried out, or referrals may be made to external agencies for assessment and additional support.

(Assess) Teacher, parents/carers, learners and SENDCO will set targets and plan relevant provision and interventions.

(Plan/Do) Targets will be captured in a Student's Learning Plan (LP) which will be reviewed termly with parents/carers and learner.

(Review) After a review cycle, the SENDCO, parent/carer, learner and class teacher will discuss the impact of the targets.

At this stage, the learner will be added to SEND support register and parents/carers notified and involved in termly reviews. After each cycle is complete, if the learner no longer needs the targeted provision and with the teachers knowing the learners needs, they can receive effective inclusive learning, the learner will be removed from the record of need.

For some learners, targeted provision will not be adequate to enable them to make expected progress towards their targets.

Following evidenced cycles of SEND support, the school may apply for an Education, Health and Care Plan. From the agreement to assess, the local authority coordinates an assessment of needs within a 20-week window. The learner, parents/carer and school are fully involved in this process. Needs will be identified, targets set, and plans made for provision to meet these needs.

If an EHCP has is awarded, the learners will be accessing our bespoke provision of support.

These learners will continue to be supported by a student learning plan which is reviewed on a termly basis and will have a statutory annual review of their EHCP. A bespoke plan of interventions via internal support or external professionals will be in place and reviewed. This model ensures that every learner has access to the right support at the right time, and that provision builds on strong classroom practice rather than replacing it.

Key Questions

Who can I contact with any questions?	SENDCO: Chloe Turner Contact details: 01752 812511 Turner.c@torpoint.cornwall.sch.uk
What are the services linked to the school?	Referrals are made to relevant specialist services and professionals to seek further advice and guidance where targeted support has not impacted as expected. These may include referrals to: • Cognition and Learning Team • Communication and Interaction • Early Help Hub • Hearing or Vision Support • Physical Disability or medical needs • Autism in Schools Team