



SEND INFORMATION REPORT

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To be read in conjunction with:

The SEND College Offer
The SEND Policy
Learning and Teaching Policy
Anti-Bullying Policy
Accessibility Plan
Equality Action Plan
Admissions Policy

“The outcomes for disadvantaged and SEN pupils are the canary in the coal mine for good teaching and learning.”

-Anonymous

Whole College Approach to Teaching and Learning:

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN.
- An inclusive and personalised approach to enable all learners, including those with SEN, to engage with all aspects of College life.
- Refer to the Learning and Teaching Policy.

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching.
- Identifying and tracking the progress of children that require support to catch up through a wide range of classroom-based strategies and a formal review cycle of data collection and review.
- Identification of children requiring SEN Support and initiation of the graduated response or “assess, plan, do, review” cycle.
- Consideration of application for Education, Health and Care Plan (EHCP).
- All children identified as requiring SEN Support, or with an EHCP are on our Record of Need.
- All students have access to a year group based Pastoral Support Assistant who is employed to support with all pastoral issues.
- All students on the Record of Need **also have** support from a Learning Champion who is their advocate and mentor and supports them both academically and pastorally. They also ensure that relevant adjustments and interventions are deployed in order to help the student make good progress.
- All Children in Care have support from the Children in Care Champion.

How we identify children that need additional or different provision:

- Information from prior schools (be it feeder primaries or previous secondary schools).
- Class teachers can refer to the SENCo using a trigger form if a concern arises.
- Ongoing curriculum assessments.
- Tracking of progress data.
- Parental request leading to assessment.
- Further assessments by specialists, including those from external agencies.

We take a holistic approach in all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the social and emotional development of all children, including those with SEND, are set out in our College Offer.

Our measures to prevent bullying can be seen in our Anti-Bullying policy.

How we listen to the views of children and their parents/carers:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Class teachers, form tutors, TAs, Learning Support Champions, Pastoral Support team, students, parents, carers	Ongoing
Parent – Teacher Conference Evenings (PTC)	Teachers, parents, carers, students	As calendared, at least annually depending on year group
Assess, Plan, Do, Review meetings	SEND team members, students, parents, carers	Termly (more frequently as necessary if required and for TAC/ChiN meetings)
Student Voice (focus groups, College Council, student surveys)	Students (tutor groups, year groups, whole college), staff	Ongoing
Student Support	Pastoral team, outside agencies, students	Student led, as required
Parents' Information Evenings (PIE)	Staff, students, parents, carers	As calendared, depending on Year group; e.g. Tasters lessons - Year 7; options process, Year 9/11
Social Media	Parents, carers, students	Ongoing through Facebook
TAC meetings	Students, staff, families and professionals	As required for individual students in agreement with child, family and professionals
ChiN meetings	Students, staff, families and professionals	As required for individual students in agreement with child, family and professionals
Parent survey	Parents/carers	At least annually

The Assess, Plan, Do, Review Cycle

For children on our Record of Need, an Assess, Plan, Do, Review cycle is established by the College, in partnership with the child/young person, their parents/carers and key staff. Please see our SEN Policy for further details.

Last year (2020-21), provision made for children on our Record of Need has included:

- **Communication and Interaction** – 1-1 Champion Support, Small Group Champion Support, 'Thrive' interventions, support from relevant professionals (outside agencies – e.g. Hearing Support); access to ICT to aid learning (personal laptops).
- **Cognition and Learning** – RWI, Lexia, small group interventions in English and Maths; 1:1 Champion support (mentoring and advocacy).
- **Social, Emotional and Mental Health** – Thrive; Pastoral Support team (including trained counsellors); 1-1 and small group support from outside agencies including, but not exhaustively, CAMHS, Hear our Voice, Brook, YZUP, Phoenix Project, Kernow Connect, transgender support service (Intercom Trust), Early Help Team including Youth Support Service, BF adventure, Dreadnought and Young People Cornwall.

- **Sensory and/or Physical Needs** – outside agency support (e.g. Sensory Support Team; Careers service; Community College Nurse; Occupational Therapist) which has informed adjustments to wave one teaching and Champion support.
- During the January – April 2021 Lockdown, we encouraged students with EHCPs and others who were on the RON to access our keyworker and vulnerable student provision. At our busiest, over 200 pupils attended a day, with over a quarter of all students accessing on-site provision at some point during the second Lockdown. 64% of students with an EHCP and 31% of SEN Support students accessed the on-site provision.

Normally as a part of our close down process to the academic year, we review our SEN support and, in conjunction with parental approval, we remove some students from the Record of Need (RON) as they no longer need support to be successful. Due to the impact of the 2 lockdowns, we did not feel that it was equitable to engage in this process. During the 2020/2021 academic year, we finished with 235 pupils on the RON (including 24 with EHCPs), up from 187 (including 22 with EHCPs) students in the previous year. This number changed over the year due to students joining and leaving the College as well as coming off the Record of Need due to successful interventions. We were successful last year in one application for an EHCP, with another application having been successful at time of writing, with the next stage being parent's approval.

Several pupils with EHCPs left us at the end of last year:

- one, whose school based anxiety meant he was educated by the Cornwall Hospital Education Service, was successful in a managed move to another school;
- one has left us at the end of Year 11 to attend ROC College specialist provision;
- one moved on to a Post 16 placement in a mainstream College;
- one left our Post 16 to attend a Foundation Degree;
- one incredibly high need pupil we have been successful in supporting her gaining a bespoke Post 16 placement after completing Year 12 with us.
- we were successful in supporting one set of parents in their attempt to gain a place for their child at a boarding school in Reading for the Hearing Impaired for his Post 16.

We monitor the quality of this provision by:

Regular lesson observations, learning walks, student voice, parental voice, and a planned cycle of regular progress and data reviews.

We measure the impact of this provision by the progress our students make against aspirational academic targets and/or targets identified through support plans.

Provision for Disabled students:

The main priorities in the College's Equality action plan are in the following areas:

- Increasing the extent to which disabled students can participate in the College curriculum.
- Improving the physical environment of the College to increase the extent to which disabled students can take advantage of education and associated services – this has been successful due to the move to our new build, which has an elevator and multiple wheelchair accessible entrances.
- Improving the range of formats available for delivery of information to disabled students, staff, parents/carers and visitors that is routinely provided as written documents.

For all admission information regarding students with SEND, refer to the Southerly Point Cooperative MultiAcademy Trust Admissions Policy, which can be found on the College website.

If an EHCP is in place for a child, the local authority will inform the College in advance and additional plans for transition will be put in place as necessary to meet the identified need.

Students with an identified disability are given access to the curriculum in line with advice from professionals and using support strategies identified through the EHCP. Last year, this included sign language interpreters, specialist teachers, additional equipment (e.g. support chairs, large screen laptops) and a range of differentiated approaches to learning activities.

N.B. The College has an Equality action plan and an Accessibility Plan, both of which are reviewed annually and updated.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- In class TA support
- Learning Support Champions – student mentoring and advocacy
- Pastoral support roles – student support and counselling

We monitor the quality and impact of this support by student feedback, progress in line with expected outcomes (specifically academic and broader targets e.g. attendance and behaviour), improvements in wellbeing; and attitude to self, others and learning.

Distribution of Funds for SEN:

The budget was allocated in the following ways:

- Support staff
- External Services (See College Offer) including 12 days from Educational Psychology Team – with an additional 6 half day aside for supervision meetings with staff who work with vulnerable young people.
- Teaching and Learning resources
- Staff training

Continuing Development of Staff Skills:

The COVID lockdown has had an impact on our internal professional development. Last year, we prioritised the development of the virtual curriculum and all staff training time was dedicated to this.

We monitor the impact of this training through staff feedback, observation of classroom practice and the effectiveness of teaching and learning.

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:

- Primary Liaison
- Post 16 links

Last academic year (and the previous academic year), due to COVID lockdown, we were unable to offer our usual transition package; however for students with EHCPs or with SEMH, we did offer bespoke 1:1 transition sessions throughout the Summer Term and 9 students took up this offer. In total, 12 students on our Record of Need at end of 2020/21 made a successful move to P16 at HCC, up from 4 the previous year. Towards the end of the January to April Lockdown period, we also offered reintroduction and acclimatisation sessions for students in KS3 & 4. We also offered reintroduction and acclimatisation at the start of the academic year to those who needed it.

This year, 47 students came to us on the Record of Need from primary school, including 4 with Education Health and Care Plans. In the previous year, 58 students requiring SEN support came to us from our primary feeder schools, up from 37 the year before that. Due to pressures placed on the Statutory Assessment process by COVID, we also have several Year 7s who are still undergoing the assessment process for an EHCP.

In normal years, we offer a comprehensive transition package for all students: they have a series of taster afternoons across the year; followed by 3 whole days during July: 1 day for students that have been indicated by primaries as needing extra support plus the 2 following days that are accessed by all students. This year, due to COVID protocols, we were unable to have our taster afternoons; moreover, our 3 whole day transition package could not be implemented due to the need to keep primary school bubbles separate. Unlike many schools in County, we were able have on site sessions with all primary schools spread across a two week period. Our transition process was postponed until September, with 111 pupils being invited to Summer school at the start of September; with the average daily attendance being 65. Of these, 34 were pupils with SEN.

Children making decisions about their Key Stage 4 subjects are supported by Careers South West and an independent adviser, bought in by the College.

We work with Sixth Form/College staff to ensure that students are prepared for transition from College to further education or training. We do this by sharing information and supported visits, where necessary.

Parents and carers are included in this process through parent information evenings and additional meetings or visits as necessary.

Ongoing development:

Last year we were dealing with the impact of the COVID lockdowns; this year we are continuing to deal with the repercussions.

- 1) There are still a small cohort of students who did not have a good experience through lockdowns and the summer holidays. They were unable to settle back into the College environment and are also a problem in the wider community. This is continuing to be addressed in liaison with the community groups including the police and the Early Help Hub.
- 2) Students who enrol at the College with EFL to the point where they cannot reasonably be expected to access the curriculum are removed from mainstream English lessons and given phonics lessons to develop their ability to read and speak English.
- 3) The English department have enrolled with the 'No More Marking' countrywide baseline writing project in order to assess the writing ability of our Year 7 cohort.
- 4) Due to the nature of teaching in a COVID safe environment, staff found teaching more difficult and "not natural" e.g. they are not able to walk up and down the room in the normal manner. Students are also reporting that they are finding the learning environment is a little more stressful; anecdotally, perhaps because they are not getting the same level of instant feedback from staff. We are working to address this and reset expectations for what good Teaching and Learning looks like.

Our complaints procedure:

Anyone wishing to register a concern with regard to SEND support and provision should contact Mr McFadden in the first instance. The Complaints Policy is on our website.

Last year we received 0 complaint with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our College is Andrew Oates (Senior Assistant Headteacher)

The Designated Teacher for Children in Care in our College is Andrew Oates (Senior Assistant Headteacher)

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Equality Action Plan is available on request.

The College Development plan can be found on our website.

Our SEND Policy and College Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Our SEND Policy, College Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.