



SEND INFORMATION REPORT

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Name of SEN Governor: Mr Chris Webb

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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

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, differentiated 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 “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
Parents’ Evenings	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 Council	Students (tutor groups, year groups, whole college), staff	Half termly

<u>What</u>	<u>Who</u>	<u>When</u>
Student Support	Pastoral team, outside agencies, students	Student led, as required
Parents' Information Evenings	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
Student survey (online and focus groups)	Students	Annually
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 (2019-20), 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; after-College clubs in other subject areas; 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, 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 March – July 2020 Lockdown, we encouraged students with EHCPs and others who were on the RON to access our keyworker and vulnerable student 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 RON as they no longer need support to be successful. Due to the lockdown, we did not feel that it was equitable to engage in this process. During the 2019/2020 academic year, we finished with 165 students receiving SEN Support and 22 students with Education, Health and Care Plans. 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 in applying for EHCPs for 4 students and gained 1 student from EHE who was in receipt of an EHCP.

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 Multi-Academy 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 well-being; 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 days set 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. Despite this, staff were still able to access the following courses:

<u>Area of Knowledge/Skill</u>	<u>Delivering Staff Member</u>	<u>Staff receiving training</u>
Literacy	E McFadden	9
Dyslexia/Speech & Language twilight *	C Bloor	16
SEN/Inclusion *	E McFadden	15
Challenging behaviour and the Inclusive classrooms *	D Lewis	14
Dyslexia and Inclusion	E McFadden, C Bloor	16
ASD, ADHD, Inclusive teaching	E McFadden, C Bloor	22
Draw & talk	EP Service	Champions and pastoral team members
Behaviour and inclusion	D Lewis	8
Retrieval Practice	E McFadden	24

*** 2 hour session**

Whole College training last year included a significant focus and a range of input aimed at improving 'Quality First' classroom practice based around our 'Expert Teaching' model.

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, 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 10 students took up this offer. In total, 4 students on our Record of Need in 2019/20 made a successful move to P16 at HCC. Towards the end of the ockdown period, we also offered reintroduction and acclimatisation sessions for students in KS3 & 4.

This year, 58 students came to us on the Record of Need from primary school, including 4 with Education Health and Care Plans. In the previous year, 37 students requiring SEN support came to us from our primary feeder schools.

In normal years, we offer a transition package for all students 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 our transition process was postponed until September. The transition from Year 6 to secondary school is normally supported through a series of taster sessions throughout the year; again, these had to be cancelled due to COVID. This year, 46 students were invited to an additional transition day, of which 20 attended. These students were selected in consultation with primary feeder schools and parents.

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:

We are finding that the COVID lockdown is having a wider impact this year, which is affecting the nature of our support. Issues are as follows:

- 1) There is a small cohort of students who did not have a good experience through lockdown and the summer holidays. They have been unable to settle back into the College environment and are also a problem in the wider community. This is being addressed in liaison with the community groups including the police and the Early Help Hub.
- 2) Due to the adjustments in the College day, pastoral and SEN staff are being tasked with running lunch time supervision – this equates to over two hours a day. This is having an impact upon time that can be spent mentoring students and engaging in interventions.
- 3) 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.
- 4) Our catch up phonics programme has been refined due to timetabling restrictions, but staffing issues have delayed our ability to roll it out (normally we are able to test all students in the Summer). Preliminary analysis of data suggests that there are a very small number of students with a phonics gap, but a large number (60+) who do not have an issue with phonics, but an issue with the understanding of vocabulary. We hypothesise this is due to missing out on the build up towards SATS. We are addressing this through our whole school literacy policy.
- 5) 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.
- 6) Due to the nature of teaching in a COVID safe environment, staff are finding 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.

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 1 complaint with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our College is David Lewis (Assistant Headteacher)

The Designated Teacher for Children in Care in our College is David Lewis (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.