

SEN Information Report

Name of SENCo: Eugene McFadden

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Name of SEN Governor: Chris Webb

College Offer: **Can be found on our website**

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 Teaching and Learning 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.

How we identify children that need additional or different provision:

- Class teachers can refer to SENCo using 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 the Anti-bullying section of our College Behaviour policy.

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

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Class teachers, form tutors, TA's, 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 TACs)
Student Council	Students (tutor groups, year groups, whole college, MAT), staff	Half termly
Student Support	Pastoral team, outside agents, students	Student led, as required
Parents' Information Evenings	Staff, students, parents	As calendared, depending on Year group; e.g. Tasters lessons - Year 7; options process, Year 9/11
Social Media	Parents, students	Ongoing through Twitter and Facebook
TAC 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	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 and key staff. Please see our SEN Policy for further details.

This year, 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 agents 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.
- Sensory and/or Physical Needs – outside agency support (e.g. Sensory Support Team; Careers service; Community College Nurse; Occupational Therapist).

During the 2018/2019 academic year, we finished with 179 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 school as well as coming off the Record of Need due to successful interventions.

We monitor the quality of this provision by:

Regular lesson observations, learning walks, book scrutinies 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.
- Improving the range of formats available for delivery of information to disabled students, staff, parents and visitors, that is routinely provided as written documents.

For all admission information regarding pupils 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.

Current facilities have disabled access but this is limited in some areas. The new College building is scheduled to open in September 2019 and plans are fully DDA compliant.

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. In the last year, this has included sign language interpreter, 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 that is reviewed annually and updated. This is our equivalent of an Accessibility Plan.

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
- Teaching and Learning resources
- Staff training

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Delivering Staff Member</u>	<u>Staff receiving training</u>
Memory and Cognition	Dr Alison Greenwood	32
Dyslexia/Speech & Language twilight *	C Bloor	2
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	17
Draw & talk	EP Service	HLTAs and pastoral team members
TIS update	Trauma Informed Schools	1
Nurturing Schools	Nurturing Schools	2

*** 2 hour session**

Whole College training this year has included a significant focus and a range of input aimed at improving 'Quality First' classroom practice based around the '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

This year, 37 students requiring SEN Support came to us from our partner schools, including 0 students with Education, Health and Care Plans. A further 81 students have been supported at some point in some way at primary school. 10 students on our Record of Need in 2018/19 made a successful move to P16 at HCC.

The transition from Year 6 to secondary school is supported through a series of taster sessions throughout the year and 2 whole 'transition days' in the summer term. These were supplemented by one additional whole day visit for students who required additional support in this process – this occurred the day before the 2 main transition days. 55 pupils were invited to an additional transition day, of which 15 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 school to further education or training. We do this by sharing information and supported visits, where necessary.

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

Ongoing development:

We work hard to ensure that any areas of support for our learners which can be improved are identified and that strategies are put in place to make those improvements. We do this through our College Development Plan.

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

Our SEN 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.