



## 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 and Anti-Discrimination Policy

Accessibility Plan

Equality Action Plan

Admissions Policy

*“The outcomes for disadvantaged and SEN students 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.
- Our approach is based on the ‘Expert Teaching Model’ – please refer to the Learning and Teaching Policy for more details.

**Our Graduated Response for Learners:**

- Continual monitoring of the quality of teaching and the quality of learning.
- Identifying and tracking the progress of children that require support to catch up through a wide range of classroom-based strategies.
- 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).
- Completion of nationally recognised diagnostic assessments e.g. NGRT Reading tests
- 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 and Anti-Discrimination Policy.

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

<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>
Informal discussions.	Class teachers, form tutors, TAs, Learning Support Champions, Pastoral Support Team, students, parents and carers.	Ongoing.
Parent – Teacher Conference Evenings (PTC).	Teachers, parents, carers and students.	As calendared, at least annually depending on year group.

<u>What</u>	<u>Who</u>	<u>When</u>
Assess, Plan, Do, Review meetings.	SEND Team, students, parents and carers.	Termly (if necessary more frequently and for TAC/ChiN meetings)
Student Voice (focus groups, Student Leaders, College Council, student surveys).	Students (tutor groups, year groups, whole College) and staff.	Ongoing.
Student support.	Pastoral Team, outside agencies and students.	Student led, as required.
Parents' Information Evenings (PIE).	Staff, students, parents and carers.	As calendared, depending on year group; e.g. taster lessons - Year 7; options process - Years 9/11
Social media.	Parents, carers and 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 and 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 SEND Policy for further details.

Last year (2021-22), provision made for children on our Record of Need 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 1 teaching and Champion support.

We finished last academic year with 201 students on our Record of Need, including 22 with EHCPs. Last year we applied for 15 EHCPs, which were:

- Four fully complete and issued from Local Authority.
- Three should have been issued by August, but the Local Authority is currently suffering significant delays in the statutory process – outcomes are still undetermined.
- Two were declined, but we were able to resubmit – these have now gone to assessment.

- Five were declined and we are looking to resubmit following learning from the two successful re-submissions. Of these, the parent for one of these students has taken the Local Authority to tribunal.

We expect to apply for a further 9 EHCPs this year.

The following details circumstances of EHCP students who left us during, or at the end of the academic year 21-22 :

- One to Elective Home Education (mid-year).
- One left in Year 11 but is yet to secure a suitable Post 16 placement.
- Two are in Post 16 placements with specialist provision.
- Three are in Post 16 placements in a mainstream College.
- One is now taking a Post 16 Foundation Degree.
- One student who joined us during Year 8 had several foster placements break down and is currently not in education – they are being monitored by social care.
- Following an interim review, one named an ARB as a preferred placement and has transitioned to that setting.

**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, the progress they make in relation to their peers 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 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: specialist teachers; access to externally provided provision; additional equipment (e.g. support chairs, large screen laptops) and a range of adjusted 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.
- Health Champions – monitoring & supporting students’ health needs, including mental health needs.
- 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:**

**SEN CPD 2021-2022:**

<b>Learning Workshops</b>	<b>Staff attendees</b>
Supporting students with additional needs	9
Challenging and scaffolding	11
SEND Sensory Processing	10
Retrieval practice	15
Literacy	10
ASD, ADHD and inclusive teaching	22
Speech and language	8
Total	85

<b>The National College</b>	<b>Staff attendees</b>
Certificate in SEND Code of Practice	2

Last year, we began the process of prioritising literacy – the SENCO and Head of English undertook the One Cornwall Disciplinary literacy training. 3 Learning Champions undertook RWI training.

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 we were once again able to offer our usual transition package; this involved all Year 6 students attending all day on a Tuesday and Wednesday, with a selection of students with additional needs attending on the Monday. Last academic year, primaries indicated that we should invite 85 students to our additional transition day (79 attended). This was up from 61 indicated for such levels of support previously and 37 in the year before that.

In addition to this, 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, 7 students on our Record of Need at end of 2021/22 made a successful move to P16 at the College, down from 12 the previous year; this number includes one student with an EHCP who elected to stay on with us.

This year, 45 students came to us on the Record of Need from primary schools (down from 47 last year), including 1 with an Education Health and Care Plan.

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:**

Over the course of the last academic year, we laid the foundations for and made several large strategic changes to our SEN provision, the effects of which will be reviewed over the course of this (2022/23) academic year:

- 1) We moved the Library from South Site to North Site, placing it centrally within the new build – this was done in order to improve the profile of the library and also increase access to it. The vacated space became our SEN Hub.
- 2) The space next to the new SEN Hub has become a designated meeting room for students with SEND.
- 3) We started holding Homework Club in the Library, as opposed to in a computer room.
- 4) As we recognise that literacy is a key component to the success for all students, but especially those with SEND, we advertised for and employed a Literacy Champion to work in the Library and run our literacy interventions (such as RWI).
- 5) We made a significant investment in tutor time readers – every student in Year 7-10 now engages in the tutor time reading programme three times a week.
- 6) We wound down and removed our Thrive provision – merging it with our new SEN Hub and strictly limiting access for students to this space – this is in order to ensure that students are in lessons, learning and being successful as much as possible.
- 7) We invested heavily in the NGRT online reading test as well as the YARC 1:1 reading test (for further screening of anyone that NGRT highlights as needing it).
- 8) Following completion of cognitive assessment training, a member of staff has taken on the role of Operational SENCO. The SENCO is now not solely responsible for exam access arrangements testing.
- 9) We had 3 Learning Champions trained in RWI.
- 10) We began the (significantly delayed) Whole School SEN review with NASEN.
- 11) Under advice from a partner school, we have ensured that all teachers are signed up to NASEN.
- 12) Under advice from a partner school, we have created our Class Provision Map system to support teachers to meet the needs of SEN learners.
- 13) We have invested in software that merges with Class Charts in order to support the tracking of the APDR cycle and also the creation of Learning Passports for students.
- 14) We have signed up to the Local Authority scheme around EBSA (Emotionally Based School Avoidance) – when we first signed up to this, the Local Authority were supporting this scheme with involvement from both the Educational Psychology Service and the County ASD team.
- 15) We have continued with the No More Marking system to assess writing ability of our Year 7 cohort.

### **Our complaints procedure:**

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

No complaints were received last year with regard to SEN support and provision.

### **Other relevant information and documents:**

The Designated Safeguarding Lead in our College is the Senior Assistant Headteacher.

The Designated Teacher for Children in Care in our College is the Senior Assistant Headteacher.

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://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.