

# Special Educational Needs Information Report

## St Thomas More RC College

### Aims of our provision in regards to pupils with special educational needs and/or disability (SEND):

The aims of our policy and practice in relation to SEND in this college are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the college alongside pupils who do not have SEND.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. **Communication and interaction,**
  2. **Cognition and learning,**
  3. **Social, emotional and mental health,**
  4. **Sensory/physical.**
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all college activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### What are special educational needs or a disability?

At our college we use the definition for SEND and for disability from the SEN Code of Practice (2014). This states:

- **Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
  - ❖ *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***
  - ❖ *Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*
- **Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day***

**activities’.** *This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

### **The kinds of SEND for which provision is made at the college:**

Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our college, in line with the college admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the needs of SEND pupils at this college. **Placements in the ASD Resource Base require pupils to have an EHCP and are allocated by the Local Authority.**

### **How does our college know if children need extra help?**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous college or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole college tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

### **What should a parent do if it thinks their child may have special educational needs?**

- If parents have concerns relating to their child’s learning or inclusion then please discuss these with the college Head of Learning Support whose name is Joanne Kirk and whose contact details are [j.kirk@stmcollege.org.uk](mailto:j.kirk@stmcollege.org.uk)  
The contact number is **0161 336 2743**.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the college.

### **How will the college support a child with SEND?**

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
  1. classroom observation by the senior leadership team, the Head of Learning Support,
  2. ongoing assessment of progress made by pupils with SEND,
  3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
  4. teacher meetings with the Head of Learning Support to provide advice and guidance on meeting the needs of pupils with SEND,

5. pupil and parent feedback on the quality and effectiveness of interventions provided,
  6. attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in college in order to increase their access to the taught curriculum.
  - Pupils with social, emotional and mental health issues will be supported in order to overcome any disadvantage experienced in or outside of college in order to increase their access to the taught curriculum.
  - All SEND pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
  - Attainments of pupils with SEND are tracked using the whole college tracking system and monitored by the Learning Support Department. Those failing to make expected levels of progress are identified very quickly.
  - Additional action to increase the rate of progress will be then identified and with a review of the impact of the differentiated teaching, support and interventions in place.
  - Where it is decided that special educational provision is required to support increased rates, parents will be informed that the college considers their child may require SEND support and their partnership sought in order to improve attainments.
  - Action relating to SEND support will follow an assess, plan, do and review model:
    1. **Assess:** Data on the pupil held by the college will be collated by the Head of Learning Support in order to make an accurate assessment of the pupil's needs. Parents will always be informed about /invited to this early discussion to support the identification of action to improve outcomes.
    2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the Head of Learning Support.
    3. **Do:** Academic SEND support will be recorded on a Progress Support Plan which will identify a clear set of expected outcomes and will include stretching and relevant academic targets. Emotional, social and mental health support will also identify a clear set of expected outcomes and will also include stretching and relevant academic targets. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. Pupils with placements in the ASD Resource Base have their support identified on Progress Support Plans with ASD specific targets.
    4. **Review:** Progress towards outcomes will be tracked and reviewed in line with college tracking.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services.

2. The Educational Psychology Service.
3. Social Services.
4. Health partners such as College Nurse and Child & Adolescent Mental Health Service.
5. Communication Language Autistic Spectrum Support Service.
6. Behaviour for Learning Inclusion Service.

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the college's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan being provided.

#### **How will the curriculum be matched to each child's needs?**

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having SEND, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Head of Learning Support and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

#### **How will parents know how their child is doing?**

Attainments towards the identified outcomes will be shared with parents through feedback regarding SEND support reviews but also through the college reporting system and Parents' Evenings.

- Parents are encouraged to arrange an appointment to discuss their child's progress with the Head of Learning Support at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the college office who will arrange this appointment for you.

#### **How will parents be helped to support their child's learning?**

- The subject teacher or Head of Learning Support may suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the Head of Learning Support who will locate information and guidance for you in this area.

### **What support will there be for children's overall well-being?**

The college offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Citizenship, Personal, Social, Health and Economic (CPSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the college and action is taken to develop their social interaction skills.
- The ASD Resource Base provides additional support for pupils on the autism spectrum, in order to support their language and communication difficulties / social skills within a specialised, resourced setting.

### **Pupils with medical needs:**

- Pupils with medical needs will be provided with a detailed Individual Health Care Plan, compiled in partnership with the college medical coordinator Toni Cashin and parents and if appropriate, the pupil themselves. The medical coordinator's contact details are [t.cashin@stmcollege.org.uk](mailto:t.cashin@stmcollege.org.uk) **0161 336 2743**
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by St John's Ambulance training as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at college with medical conditions* (DfE) 2014 and identified in the College Medicine Administration Policy.

### **What training do the staff supporting children and young people with SEND undertake?**

In the last three years college staff have received a range of information / training:

- How to support pupils on the autistic spectrum.
- How to support pupils with ADHD
- How to support pupils with behavioural difficulties.
- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils with speech, language and communication difficulties.
- How to support pupils with mental health issues.
- How to support pupils with a hearing impairment.

Enhanced training has been provided to Higher Level Teaching Assistants (HLTA) on:

- Self-harm and mental health in adolescents.

**How will my child be included in activities outside the classroom including college trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all college activities.
- The college ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any college provided activity.

**How accessible is the college environment?**

The following adaptations have been made to the college environment:

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate.
- Ramps have replaced the steps into college to ensure the site is accessible to all.
- Toilets have been adapted to ensure accessibility for pupils and visitors with a disability.
- A medical room is provided in order to enable a safe place for insulin testing/injections.
- Our **Accessibility Plan** describes the actions the college has taken to increase access to the environment, the curriculum and to printed information and is available via the college website.

**How will the college prepare/support my child when transferring to college?**

A number of strategies are in place to enable effective pupils' transition. These include:

**On entry:**

- A planned introduction programme is considered in the summer term to support transfer for pupils starting college in September.
- The Head of Learning Support communicates / meets with new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

**After college:**

- In liaison with the Head of Learning Support, the Positive Steps Careers Advisor, **Paula Cliff**, identifies pupils with SEND who are then prioritised and are given additional careers, information, advice and guidance meetings.
- Additional careers, information, advice and guidance is provided for pupils on roll in the ASD Resource Base.
- The Careers Advisor attends all Year 9-11 annual reviews for EHCPs.
- The Careers Advisor attends the Personal Education Plan (PEP) meeting for children looked after by the local authority.
- The Careers Advisor attends parents' events throughout the year.
- Parents may like to use the website of Positive Steps: **[www.positive-steps.org.uk](http://www.positive-steps.org.uk)**

- Parents may also like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. **[nationalcareers.service.gov.uk](http://nationalcareers.service.gov.uk)**

### **How are the college's resources allocated and matched to children's special educational needs?**

The college receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the college to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEND budget. This is a fund devolved to colleges to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the college may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
  - Targeted differentiation.
  - In class, adult or peer support aimed at increasing skills in specific area of weakness.
  - Out of class support.
  - Small group tuition to enable catch up.
  - Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning.
  - Provision of specialist resources or equipment.
  - Partnership working with other settings.
  - Access to before/after college clubs.
  - Access to the college nurse and wider health professional support.
  - Access to support from in-college sources.
  - Implementation of strategies from support agencies.

### **In addition:**

- The Pupil Premium funding provides additional funding for pupils who are claiming Free College Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the college website.

### **How is the decision made about how much support each child will receive?**

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the parent and Head of Learning Support who will follow guidance provided by the Governing Body regarding SEND Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with the Local Authority and parents when the EHCP is being produced or at an annual review.

**How will I be involved in discussions about and planning for my child's education?**

This will be through:

- discussions with the Head of Learning Support,
- during parents evenings,
- meetings with support and external agencies.

**Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the college's response to meeting these needs please contact the following:

- The Head of Learning Support,
- The Head teacher,
- For complaints, please contact the College Governor with responsibility for SEND. Their name can be obtained by contacting the school on 0161 336 2743.

**Support services for parents of pupils with SEND include:**

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service
- For parents who are unhappy with the Local Authority or college responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the college or council has discriminated against your disabled child.

**Information on where the Local Authority's Local Offer can be found on:**

[www.tameside.gov.uk](http://www.tameside.gov.uk)