



SEN Information Report

Stoke Damerel Community College

SEND Information Report

2023-2024

30th October 2023

This report describes Stoke Damerel Community Colleges provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

Approval and review:

This report is the responsibility of: Karen Merricks

This report was reviewed and updated: October 2023

This report was approved by the School Governing Body on:

17th January 2024

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1. The types of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

2. Identifying pupils with SEND and assessing their needs

The SENDCO and the teacher responsible for KS2/3 transition will liaise with all primary schools to ensure that information on students is shared effectively, in line with the Local Authority transition protocol.

At the start of Year 7, or on entry, the college will undertake relevant assessments of all students to ascertain their ability/difficulties and a profile of their needs. This information will be used alongside data from primary schools to ensure that students who may need additional support are identified. Once needs are identified, a graduated response to supporting the student's need will be initiated. Where relevant, the SENDCO will enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Details of each student with Special Educational Needs and Disability, including the nature of their learning disability, recommended teaching strategies, strengths and history of provision will be available to all teaching staff. All teaching staff will be made aware of this information and informed when any significant changes are made.

It is the responsibility of all staff to liaise with the SENDCO should they have any concerns that a student may have previously unidentified Special Educational Needs. As the Code of Practice states in Chapter 6 section 6.36: "Teachers are responsible and accountable for the progress and development of the pupils in their class"

3. Consulting and involving pupils and parents

Regular communication between home and school is essential and central to the child's progress. A telephone call, letter, text or email may be used to support/initiate communication with you to discuss progress, concerns and share information about what is working well at home and school, so that similar strategies can be used.

Student voice is always at the heart of what we do. Parent and student voice are both key to ensuring we get the person-centered approach accurate for every student. Regular Team Around Me (TAM) meetings are held when appropriate. These are led either by the SEND or the year team, depending on the need and focus.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

If your child is moving to another school or college the current school will:

- Contact the school SENDCO.
- As children approach a transition point, schools and colleges should help their children and their families with more detailed planning.
- Year 6-7 the school will organise appropriate transition and enhanced transition with specialist sessions for those who require it.

Students with EHCPs will be given careers interviews to ensure they are on the correct post 16 pathway.

6. Our approach to teaching pupils with SEND

Students who have additional needs are supported in a number of ways:

- Graduated response- Assess, Plan, Do, Review
- Nurture classes are provided for vulnerable students in order to support their social and academic transition.
- The learning support team is actively involved in areas of transition across phases of education, but particularly at KS2-3, ensuring that support is available for students who require it at key points in their education.
- Teaching Support Assistants operate in all areas of the curriculum including registration and

Personal, Social, Health Education (PSHE). They offer general in class support, small group support and individual assistance to remove barriers to learning in the classroom and provide support to the highest level appropriate to the needs and abilities of the individual.

- All teaching and support staff receive regular and high quality CPD in order to be up to date and confident in the best practice to support students and ensure quality first teaching.
- The learning support department offers bespoke 1:1 and small group lessons to impact positively on the most challenging areas of school for all individuals.
- Within our Support Base, nurture facilities provide quiet areas and areas where support and resources can be accessed including learning support staff for our students.
- There are aspects of the curriculum at Key Stage 4 that are specifically designed and personalised to develop an individual's life skills and promote lifelong learning.
- If there are any needs that cannot be met within our normal school provision, we will endeavour to seek the support of partner agencies in developing an appropriate provision or securing alternative placements.
- Students at any point in their school career can receive bespoke timetabling arrangements to meet their needs.
- Regular contact both formally and informally with parents and carers to ensure that there is an effective supportive educational partnership.
- All reasonable adjustments will be made to keep students safe and give individuals the best chance of success in all areas of school.
- Pen portraits are created to share strategies with all teachers. They are bespoke to the individual child and their specific needs.

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We will also provide the following interventions:

- Literacy and Numeracy support
- Social Skills group
- Specific Social skills for Students on the Autistic spectrum
- Behaviour 4 learning support groups
- Anger management
- Access to specialist support staff at any time during the school day.
- Speech, Language and Communication
- Exam preparation
- Homework support
- 1:1 support and mentoring
- Specialist support for students with English as an Additional Language.
- Learning Mentors
- Counselling

The Specialist Provision for students with Autistic Spectrum Condition provides up to 14 places for those identified as having more significant Social Communication difficulties and/or a diagnosis of ASC. Decisions on placement into the specialist Provision are made by a multi-professional team at the Plymouth City Council, in consultation with the school.

Students within the ASC specialist provision access mainstream lessons when it is appropriate for each individual student and the facility is one part of the whole college provision for students with additional needs. It is an expectation that all students follow the same rules of dress, conduct and behaviour in and out of the classroom, with the additional resources being made available to students as required. Reasonable adjustments are made within this context.

9. Expertise and training of staff

The College places great value in the professional development of all staff. All staff receive a comprehensive induction to working at the College and SEND training is part of this staff development.

The SENDCO works closely with Senior Leadership to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure it addresses the needs of current students.

The College has a specialist ASC Lead Practitioner to support children in 1:1 sessions as well as small group interventions.

Our staff also receive support from the Education Psychology Service, Communication Interaction Team and Plymouth Advisory Team for Sensory Support (PATSS).

10. Securing equipment and facilities

Access parking spaces provided.

Risk assessments in place for all students with medical conditions and disabilities

Review annually H & S issues identified and addressed

Lift available for students to promote independence around the building

Staff trained to assist with personal care / toileting as required.

Any specialist equipment required will be bid for through the additional funding application process. We have a graduated approach to all that we do. Specialist equipment and facilities are secured after cycles of assess, plan, do, review which show no progress has been made at a universal or targeted level.

11. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after every cycle
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Annual audit completed by Greenshaw Learning Trust
- Participating in Plymouth Local Authorities quality assurance / review process
- Appointing a governor, Sandra Trevarthen, to regular monitor and report on SEND provision

12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to take part in the character curriculum to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.

14. Working with other agencies

In particular situations, additional help and advice may be sought from the Communication Interaction Team and Education Psychologist, Speech and Language Therapy or specialist teachers within the Local Authority. These referrals will only be organised after the school has consulted with parents about the need to get additional support from the schools resources when we feel appropriate. In this way other professionals can come into school and meet with students to assess their particular needs, providing the school with specific advice and resources to help remove barriers to learning.

Our staff also receive support from Plymouth Advisory Team for Sensory Support (PATSS). To support our students, we work with the following agencies to maximise their outcomes:

- Careers South West
- Psychology Service
- Educational Welfare Officer
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Centre (CDC)
- Occupational Therapy
- Speech Therapy
- Counsellor
- Learning Mentors
- Communication Interaction Team
- Sensory Support
- Youth Offending Team
- School Nursing service
- Youth Service
- Inclusion Workers

15. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

For further information about the local offer, see Part One section 4.

Our local authority's local offer is published [here](#):