

Stoke Damerel Community College SEND Policy and SEN Information Report 2021-2022

December 2021

This report describes [Stoke Damerel's](#) policy and 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: [Simon Kelly](#)

This report was approved by the Local Governing Body on: [1st December](#)

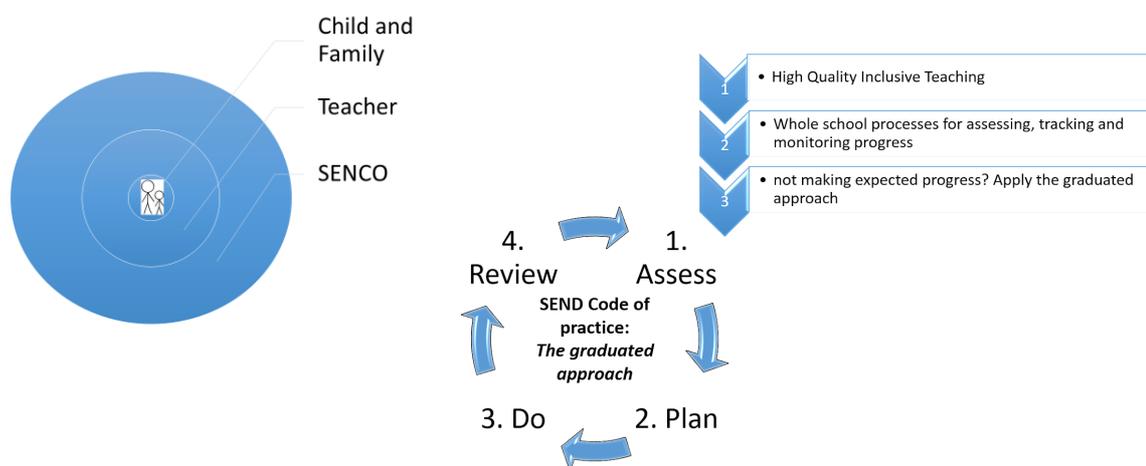
Part One: Model SEND Policy

Part Two: Model SEND Information Report

Part One: SEND Policy

1. At Stoke Damerel Community College, the inclusion of all our pupils is of the highest importance.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. All staff use their best endeavours to make sure that a child with SEND gets the support they need. We ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND and we encourage awareness of the mutual benefits of inclusion. The child and family are at the centre of their provision and are included in decision making. We ensure that arrangements are in place to support pupils at the school with medical conditions. There is a clear approach to identifying and responding to SEND and the school follows the graduated approach of assess, plan, do and review.



At Stoke Damerel Community College we:

- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on their websites about the implementation of their policy for pupils with SEND (the school SEND information report)
- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
- Ensure that there is a qualified teacher designated as special educational needs and disabilities co-ordinator (SENDCO) for the school
- Determine their approach to using their resources to support the progress of pupils with SEND
- Cooperate with the appropriate local authority in reviewing the provision that is available locally and developing the local offer

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

This policy also complies with the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

4. Roles and responsibilities

SENDCO:

Kay Lewis

klewis@sdcc.net

Headteacher:

Anita Frier

afrier@sdcc.net

SEND link governor:

Liane Cvetanovic

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Helen Green

hgreen@greenshawlearningtrust.co.uk

Head of SEND/Safeguarding Greenshaw Learning Trust:

Sarah Vardy. Email: svardy@greenshawlearningtrust.co.uk, telephone 020 8715 1078.

The SENDCO

The SENDCO will:

- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and local governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The headteacher

The headteacher will:

- Work with the SENDCO to determine the strategic development of the SEND policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The SEND link governor

- The local governing body will appoint a SEND link governor to have oversight of the school's arrangements for SEND and provide a link between the school and SENDCO and the local governing body on matters relating to SEND.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. Contacts

Contact details of support services for parents of pupils with SEND

Plymouth Information Advice and Support for SEND

01752 258 933

Local Authority's Local Offer for children and young people with SEND and their families

<https://www.plymouthonlinedirectory.com>

Contact details for raising concerns

Complaints about SEND provision in Stoke Damerel Community College should be made to the SENDCO in the first instance, and may be referred to the school's complaints procedure.

To view our Accessibility Plan please visit:

<https://www.sdcc.net/attachments/download.asp?file=284&type=pdf>

Part Two: SEND Information Report 2021 – 2022

1. The kinds 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 centred 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 are 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 font, 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 Ausc 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 statements of SEND or EHC plans

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)
- 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 on about the local offer, see Part One sec on 4.

Our local authority's local offer is published on the Plymouth Government website.