

Special Educational Needs and Disability Information Report

The new Code of Practice (2014) states that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post 16 institutions."

The four main areas of need are:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student may have difficulties or needs in more than one area.

How does the College identify whether a student has a special educational need?

The Special Educational Needs Co-ordinator (SENCo), the Assistant Special Educational Needs Co-ordinator (Assistant SENCo) and the Transition Manager liaise with all feeder primary schools to ensure that information on students is shared effectively, in line with the Local Authority protocol. Students with an existing Education, Health and Care Plan or those recommended by their primary schools have an enhanced transition to SJH.

At the start of Year 7, or on entry, the College undertakes a series of assessments of all students to ascertain their ability and to build a profile of their needs. This information is then combined with the data from KS2 and a register of need is drawn up (SEND register). Parents will be informed, if it is proposed that their child is to be placed onto the register.

Once needs have been identified, an intervention plan to support those needs will be initiated. At SJH we believe that all teachers are responsible for the progress of SEND students within their lessons. All staff receive training and guidance on strategies to ensure that they plan and deliver appropriate lessons to enable all SEND students to make progress. Details of each student with special educational needs, including the nature of their learning disability, recommended teaching strategies and their T2L* (where relevant) are disseminated to all staff.

*Ticket to Learning (T2L) is a document drawn up in conjunction with the student and taking parental views into account which outlines the student's strengths, barriers to learning and strategies for support.

It is the responsibility of all staff and the Learning Support team to liaise, should they have any concerns that a student may have an unidentified special educational need. Where relevant, the SENCo will enlist the services of specialist professionals such as the Educational Psychologist, Speech Therapist or Advisory Teachers.

How does the College support students with SEND?

Our policy is to fully integrate students who have special educational needs or disabilities into the academic and social life of the College. All students on the SEND register have guidance documents linked to their student profile on our College system, so that all staff are aware of students' difficulties and effective strategies to use. Students also have a T2L linked to their profile.

Through high quality classroom teaching, staff ensure that differentiated tasks, materials and teaching approaches are used to support all students. We also have a team of Learning Support Assistants (LSAs) who work alongside class teachers to support SEND students.

Challenging targets are set for all students, including those with special educational needs or disabilities. Progress towards these targets is tracked five times per year in meetings between the Curriculum Leader and a member of the Senior Leadership Team and provision is reviewed. Where progress is not as expected, an intervention programme is mapped out to support students.

Examples of interventions outside of the classroom and professional support offered:

- Working with the KS3 Learning Mentor, either one to one or in small groups, both in class and in withdrawal groups;
- Working with the specialist ASC HLTA one to one;
- Working with the specialist speech, language and communication (SLCN) HLTA one to one;
- Working within the Social Interaction Group;
- Working within the Language and Communication Group;
- Working within the Enhanced Literacy Group;
- Working within the Touch Typing Group;
- Working with a Speech and Language therapist or support worker;
- Working with a Child and Adolescent Mental Health specialist;
- Working with advisory teachers/support from the local authority;
- Counselling;
- Educational Psychologist.

The College is committed to ensuring that all students have full access to the curriculum, including enrichment activities, to the physical environment and to information. Our Accessibility Policy and Plan are available upon request.

Who is the best person to talk to if I think my child might have a Special Educational Need?

The vast majority of concerns can be dealt with by contacting your child's tutor who will then look into the issues raised and seek a solution. If the concern continues, the tutor will signpost you to the most appropriate person or agency to support you. Within College this may be your child's Pastoral Leader or a Curriculum Leader. If there are still concerns that needs are not being met then a consultation with the SENCo or the Assistant SENCo will be arranged.

Key Points of Contact:

Assistant Principal/SENCo	Denise Stanton
Assistant SENCo	Donna Luscombe
ASC HLTA	Sam Colpus
SLCN HLTA	Debra Harbottle
Assistant Principal with responsibility for Inclusion	Oliver Marner
Pastoral Leader Year 7	Sarah Jordan
Pastoral Leader Year 8 and Year 9	Jason Beynon
Pastoral Leader Year 10 and Year 11	Charlotte Campbell
Head of Sixth Form	James Dunkerley
Assistant Head of Sixth Form	Stuart Fort
Sixth Form TVC Co-ordinator	Hazel Morley-Trapnell

Who is the person responsible for students with SEND?

At SJH the progress of all students, including those with special educational needs and disabilities, is the responsibility of the class teacher. The overview of SEND students is the responsibility of the SENCo who will monitor, coordinate and evaluate the provision for these students.

What training or specialist expertise do staff have around SEND?

At SJH we place great value on the professional development of all staff, both teaching and support. All staff have access to ongoing training in a range of special educational needs and disabilities. This is delivered through advice and strategies from the Learning Support team, whole college CPD through outside agencies or through individual on-line learning. This training is adapted to ensure that it addresses the needs of individual students.

What further external support can the College access to support students with SEND and their families?

- Plymouth Educational Psychology Service;
- Communication and Interaction Team;
- Sensory Support Team (Visual/Hearing Impairment);
- Speech and Language Service;
- Careers Service;
- Educational Welfare Officer;
- Youth Service (Streetwise);
- Child and Adolescent Mental Health Service;
- GP;
- Family Matters;
- Plymouth Information, Advice and Support for SEND (formerly Parent Partnership).

How are parents/carers and students with SEND supported to share their views and concerns and work alongside the College?

In deciding whether or not special educational provision is required, early discussions take place with the student and his or her parents/carers. These discussions will identify the student's areas of strength and difficulty, the parents'/carers' concerns and the desired outcome of any additional or different provision.

Any student requiring specialist educational provision will be placed onto the SEND register and parents/carers will have confirmation of the support plan in place for their child. Parents/carers of students with special educational needs or disabilities will be invited into College during Review Days to discuss their child's progress.

The Learning Support Department operates an 'open door' policy to enable parents/carers to make contact through telephone call, email, letter or meetings.

Who is the person I should talk to if I have a concern or want to make a complaint about the support my child receives?

Regular communication between home and College is essential and central to your child's progress. In the first instance, contact should be made through the tutor who will endeavour to solve the difficulty. It may then be passed onto the Pastoral Leader, the Inclusion Manager, the Assistant SENCo or the SENCo who will work with you to seek a solution; they may request further advice from outside agencies.

If your concerns remain, you may wish to discuss the matter with the Principal. Any formal complaint should be made through the complaints procedure as detailed on the College website.

Plymouth Information, Advice and Support for SEND (PIAS) is an independent and impartial organisation which can support parents with concerns they may have over the support their child is receiving.

Where can I find information about the Local Authority's Local Offer for children and young people with SEND and their families?

Plymouth City Council has designed the Plymouth Online Directory (POD) which is a website that provides welfare, health and social care information for adults and families living in Plymouth.

When you log on to the website, select the option 'For Young People and Families' and then select the option 'SEN and Disability' to find out what services are available.

How does the College support students with SEND and their families when they join or leave the College?

At SJH we recognise that transition can be difficult for a young person with SEND and we take steps to ensure that any transition is as smooth as possible. The Learning Support team is actively involved in all areas of transition from KS2 through to post 16.

Any student identified as requiring an enhanced transition into Year 7 will have additional visits to the College, activities and workshops to familiarise them with their new surroundings and opportunities to discuss their concerns.

At the end of Year 11, 12 or 13, if the student is moving to another college or training provider, then all of their information will be transferred along with supported visits where necessary.

Any SEND student transferring out of College mid year will have their details passed to their new school and we will endeavour to retrieve student files for students transferring into Sir John Hunt.