



# **SEND Information Report**

**Autumn 2018**

**Next Review: Autumn 2019**

# Denton Community College SEND Information Report

## September 2018

### Our Philosophy for Inclusion:

All children are unique. They all have skills, talents and abilities. At Denton Community College we encourage all of our students to “Aim High” regardless of their starting points, and we have a responsibility to ensure that every student has the appropriate teaching, learning and nurturing support to reach their potential.

We believe that:

- All students are entitled to a relevant and challenging education, designed to enable individual students to participate fully in society and to contribute to and benefit from it.
- All teachers at Denton Community College are responsible for the effective delivery of a broad, balanced, relevant and differentiated curriculum.
- Many students may experience difficulties which may affect their learning and therefore may have special needs at some time in their school career; this makes a fluid SEND register with regular monitoring and assessment for all students essential.
- To maximise potential, education should be an equal partnership between parents, students and staff with the involvement of other agencies when necessary.

With regard to these beliefs, the following document outlines the provision the college endeavours to achieve.

### Management of SEND:

The Special Educational Needs Coordinator (SENCO) is Miss Rebecca Lumb and she has the responsibility for the day-to-day operation of the SEND policy. The SEN Teacher is Mrs Jackie Gristwood.

The SEND Governor is Mrs Jayne Whitehead.

The SENCO and SEN Teacher will:

- Oversee the running of the provision for students with SEND.
- Organise and manage the work of the Teaching Assistants.
- Maintain the SEND register and the required documentation.
- Ensure records on all SEND students are kept securely and regularly monitored and reviewed.
- Liaise with parents, teachers and external agencies.
- Ensure annual reviews for students in receipt of EHCPs are completed.
- Provide regular training and information sharing for all teaching staff.
- Regularly review and monitor SEND provision within the college and oversee intervention as appropriate.
- Initiate and take part in formal meetings with external agencies regarding students to be assessed.
- Ensure standardised screening tests are provided for students demonstrating difficulties.
- Carry out assessment for Access Arrangements and liaise with the examinations officer.
- Hold regular information sharing meetings with the Head teacher and SLT.

The Tameside local offer is available here:

<http://www.tameside.gov.uk/localoffer/sendlinks>

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### Admission Arrangements:

The college adheres to the admissions policy of the LA and therefore there is no special provision under admission arrangements for limiting or promoting access for students with SEND.

### SEND specialisms:

The college accommodates provision for students who experience the following difficulties:

- Moderate learning difficulties, including specific learning difficulties (e.g. dyslexia, dyspraxia).
- Visual impairment.
- Hearing impairment.
- Language and communication disorder.
- Social, Emotional and Mental Health difficulties (SEMH)
- Medical problems.
- Physical disabilities.
- Students who are on the Autistic Spectrum.

### Resources we have available in college:

The biggest resource for SEND provision at Denton Community College is our staffing. This is detailed as:

- SENCO
- SEN Teacher
- Learning Support Unit Manager
- 10 Teaching Assistants (Tas)
- 3 Learning Mentors
- 1 Learning Support Officer

The SEND budget is met through the whole college budget and by any successful applications from bids for private funding submitted throughout the year. Specialist resources in the department include:

- Standardised tests; specific networked SEND programmes such as “LEXIA”.
- 5 laptops, 16 netbooks and 10 reading pens
- Specialist multisensory programmes workbooks, including “Read Write Inc. Fresh Start”
- On-going purchase of resources around Specific Learning Difficulties (SPLD) and Speech Language and Communication Needs (SLCN).
- Differentiated curriculum costs (outlined in Curriculum later in the document).
- Educational Psychologist assessments and outside agency provision such as CLASS, and college placements.
- Counselling

Students with SEND are equally represented in extra-curricular activities including residential trips. If necessary an additional risk assessment may take place to ensure the safety of the students involved and additional staff deployed if required. We are fully compliant with the terms of the Equality Act 2010.

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### How do we approach SEND teaching?

Where possible the curriculum is delivered to all students in mainstream classes with differentiated work and TA support where needed.

The English and Mathematics faculties have a specialist TA attached to them who deliver intervention programs to small groups of students identified as needing extra support in those subjects.

The SEN Teacher and 3 TAs provide more intensive intervention to students with identified specific needs, including those for whom English is an Additional Language (EAL).

A program in relation with Active Tameside allows a program for students with SEMH to obtain a qualification in Sports Leadership during Year 9.

Counselling is available for those students who may need emotional support.

### How do we adapt the curriculum and learning environment for students with SEND?

Students are taught in ability groups, so those with moderate learning difficulties work in smaller groups, with TA support, using resources that are differentiated according to their ability. We ensure that students have the tools they need to meet their learning needs; for example, students with ADHD are provided with discreet fiddle toys and given the opportunity to stand up and move round as often as is practical. Students with specific needs are provided with tailored resources as appropriate; for example, those with difficulty reading are provided with reading pens which can read text to them. We also adapt text-based resources to suit the needs of students with dyslexia and have a full range of coloured overlays for them to use if they find them helpful when reading.

### How do we provide support for improving emotional and social development?

All students have access to a broad Personal Social and Health Education which develops their understanding of emotional health and social development, signposting students to support where needed. We have a dedicated member of support staff who's focus is social and emotional health issues and she works with children identified as needing support in those areas. Learning Mentors deliver intervention programs on a 1 to 1 basis and in small groups for students who may have issues such as social interaction, have suffered bereavement or whose personal circumstance mean that they may need extra support including the SHINE (Students Happy In a Nurturing Environment) group for students who need that extra support.

### What training and expertise do our staff have?

Training for all staff takes place regularly throughout the year. SEND specific training for all staff is always available on designated sessions throughout the year and specialist outside speakers are regularly invited into college to train with the most up-to-date information.

### How do we identify, assess and review our SEND students?

Denton Community College follows the protocols stipulated from the SEN Code of Practice and Tameside's "Matching Provision to Need" document. The gathering of information to identify SEND may be via:

- Liaison with Year 5 (if on an EHC Plan). We also receive Year 6 information from feeder schools.
- Already on SEN register from Primary School.

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- Baseline assessments in Year 7.
- Referral from class teachers.
- Observations from Teaching Assistants.
- Concerns from parent.
- Performance against expected level of progress within the National Curriculum level descriptions.
- Standardised screening and assessments.

The college has a vigorous assessment programme for all students so it is deemed unnecessary to impose further generic testing on students on the SEND register. However, regular testing and monitoring takes place where specific areas of study are being undertaken, such as standardised reading or spelling tests for students on multisensory programmes of study for those specific reasons. All students on our SEND register have a personalised student profile, unique to them and detailing their specific needs and teaching strategies to maximise their progress. These are available to all staff on their SIMs profile and through the college intranet.

### **How do we assess and review students' progress towards outcomes?**

The SENCO and SEN Teacher review the progress of SEND students regularly. The SEN Teacher and TAs review the progress of those students receiving individual intervention weekly; the department meets weekly to discuss any students whose progress is causing concern. Where we see concerns or lack of progress, we immediately work with the student, relevant subject teachers and pastoral team to put a plan in place to support the student. We fully involve parents and if concerns continue they are invited in for a meeting to discuss the situation and contribute to the plan to improve progress.

### **How we keep our records?**

All students on the SEND register have a paper file separated in a locked filing cabinet. Where information is to be shared to all staff, this is attached or scanned in SEND linked documents in SIMs and linked on the intranet. This ensures the most recent student profile or information document is immediately available to all teaching staff.

### **How do we ensure all our students are included in all aspects of college life?**

Wherever possible students are encouraged to learn in the mainstream classroom environment with in-class TA support if needed. There are occasions where small group or 1:1 work is necessary or assessment needs to take place. The following rooms accommodate these situations and more.

Centre for Student Intervention (CSI). This is managed by our LSU Manager: Miss Lynn Shaw. Students may work in here temporarily for an assortment of reasons including medical and emotional needs. Students also undertake short term withdrawal sessions in here if they need support in one particular subject area to catch up or need to concentrate on a specific area of their curriculum. Students have 1:1 or small group lessons in here on multi-sensory programmes of study overseen by the SEN Teacher.

The CSI incorporates a large room where the majority of intervention takes place as well as 4 smaller rooms that can be used by small groups for intervention as well as 1 to 1 support such as counselling.

### **How are our parents and students involved in the review process?**

All parents of students of the SEND register are invited to college termly to discuss their child's progress; this meeting takes place with the most appropriate member of the SEND Team. Those students whose need are more complex are monitored through a Person Centred Plan (PCP). All parents of students are welcome to make an appointment at any time. A member of the SEN Team is

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available at parents' evenings. Regular progress assessments and data analysis are taken throughout the year of all students and the progress of groups of SEN students are disseminated and analysed separately by the SEN Team.

Year 9 Statutory reviews include Denton Community College's careers officer and Year 10 and 11 students also have additional support from her whilst making post-16 choices. Student Progress reviews are held throughout the year but parents are welcome to come and discuss their child's progress with the SENCO or SEN Teacher at any time with an agreed appointment.

At Denton Community College we believe in a strong partnership between college and our students, parents/carers. With this in mind we always endeavour to:

- Work together to support students with SEND. We appreciate the pressures a parent may be under because of their child's needs.
- Inform parents/carers as soon as a student has been identified as having SEND.
- Acknowledge and draw on parents'/carers' knowledge and expertise in relation to their child and they will be involved in the education planning process.
- Focus on the student's strengths as well as areas of additional need.
- Ensure that parents understand procedures, are aware of how to access support in preparing contributions, and where possible are given documents to be discussed before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling differing viewpoints.
- Recognise the need for flexibility in the timing and structure of meetings.
- Respect the differing needs parents/carers themselves may have such as disability, or communication and linguistic barriers.
- Encourage an active partnership with parents/carers and will hold informal meetings and workshops where staff and parents can meet together and share expertise and concerns.
- Speak to and meet parents at the earliest mutually convenient time whenever possible.
- Parents/carers will be informed of their child's progress by phone, email, reports, PCPs, interim and annual reviews and progress assessments.
- Be sure students are fully involved in the review process and they have regular progress meetings with mentors to ensure they are aware of what their targets are and how best to meet them.
- Always invite students to attend reviews with staff and their parents/carers.

### **How do we involve other agencies to ensure our students' social and emotional needs are met?**

Denton Community College works closely with other agencies and has an excellent reputation for providing close partnerships and information sharing with agencies supporting our most vulnerable students.

We have an ever changing net-work of partnership agencies as we seek to support our students in an area where sadly some provisions have disappeared but new charitable organisations are being introduced.

The following services/agencies are some of those involved with Denton Community College:

- Educational Psychology
- Child and Adolescent Mental Health Service/Healthy Young Minds (CAMHS)
- Looked After Children Team (Virtual School)
- Visual Impairment Team

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- Hearing Impairment Team
- LA Learning Support Team
- Communication Language and Autistic Spectrum Support (CLASS) Team
- Positive Steps
- School Nurse Service
- Child and Family Support Teams
- Education Welfare Service
- Speech and Language Therapy Team
- Integrated Service for Children with Additional Needs (ISCAN)
- Active Tameside
- MIND
- Children's Social Care
- Off The Record

### **How are our SEND students supported pastorally?**

At Denton Community College we have a strong relationship with Off the Record and employ a children's counselor based in college for 3 days per week. We have Learning Mentors who work with the most vulnerable students to provide support, develop the social skills of students and ensure emotional support in times of need.

We also support students through our pastoral structure with Heads of Year, Assistant Heads of Year, Form teachers and designated TAs leading support on a daily basis. We also have a breakfast club where students are supported both academically and pastorally by staff and peer mentors from other year groups.

### **How are our SEND students supported through transition?**

All Denton Community College students follow a very comprehensive transition programme from Year 6 into 7 but we appreciate that for students with SEND there may be additional concerns from both themselves and/or parents/carers. We will attend Year 5 EHC reviews where Denton Community College is to be identified as the named school and where possible we will have a representative at the Year 6 Final Statement reviews held in the summer term prior to transition. Families with students identified by Primary schools to need additional support will be contacted to arrange additional visits to college during the summer term of Year 6 to meet teachers and take photographs, see timetables or experience the dinner hall; anything that will help to ease the uncertainty of the next step.

Summer School is held in August to help ease the pressure of the long waiting time and period of uncertainty for some of our most vulnerable learners.

Transition to Post 16 is assisted by our Key Stage 4 Intervention Manager, Mr. Jonathan Knott, in addition to our designated Positive Steps advisor.

### **What measures do we take to prevent bullying?**

Our anti bullying policy, which is followed for all students, along with our other policies can be found by clicking the link below:

[DCC Anti-Bullying Policy](#)

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### How do we evaluate our SEND provision?

- Weekly discussion opportunity with Head Teacher and SLT.
- Open dialogue with SEND Governor
- Progress measured through usual college monitoring procedures with SEND cohort disseminated and given to SENDCO for action.
- Standardised test scores for students on SEND specific areas of study
- Regular scrutiny of SEND register between SENDCO and SEN Teacher
- Student Profiles
- Professionals' reports
- Reviews

### What to do if you have a query or complaint?

Parents and partners of the college are welcome to query decisions made by the college in the first instance with the SENDCO or Head Teacher. Any formal complaints should be made in writing as per the whole college complaints policy. This can be found at:

<http://smartfuse.s3.amazonaws.com/41a351b21d8d99ddc6c9a5375c6317e6/uploads/2018/07/DCC-Complaints-Policy.docx>

Full details of Tameside SEND policies can be found at:

<http://www.tameside.gov.uk/sen>

Tameside's Local Offer for Special Education Needs can be found at:

<https://www.tameside.gov.uk/localoffer>