

KINGSBRIDGE COMMUNITY COLLEGE (KCC)

SEND INFORMATION REPORT September 2018

If you would prefer to call & ask questions, instead of reading the report, please call 01548 852641 ext 183 or email send@kingsbridgecollege.org.uk

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1. THE KINDS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) FOR WHICH PROVISION IS MADE AT KCC

There are **4 areas of need** set out in the SEND Code of Practice (2015) and we have suitable provision and experience of each of them:

- Communication and interaction (e.g. Speech, Language and Communication Needs and Autistic Spectrum Disorder)
- Cognition and learning (e.g. Specific Learning Difficulties such as Dyslexia and Dyspraxia and Moderate Learning Difficulties such as Auditory Processing Difficulties)
- Social, mental and emotional health (e.g. Attention Deficit and Hyperactivity Disorder and Attachment Disorder)
- Sensory and/or physical (e.g. Visual Impairment, Hearing Impairment and wheelchair users)

2. INFORMATION ABOUT KCC'S SEND POLICY

The specific objectives of the SEND Policy are to identify pupils with special educational needs and disabilities and ensure that their needs are met.

Pupils are considered to have SEND if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum. This may be ongoing or for a limited time. We regard pupils as having a SEN if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/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

Pupils are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

We have regard to the SEND Code of Practice 2014 (updated January 2015) when carrying out our duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

3. NAME AND CONTACT OF THE SENDCo AND THE SEND GOVERNOR

SENDCo:	Jane Blumer
SENDCo Qualifications:	BA (Hons); PGCE; PGDip; National SENDCo Award
Contact details:	jane.blumer@kingsbridgecollege.org.uk or telephone 01548 852641(ext. 183)

Tammy Good is the Assistant SENDCo (tammy.good@kingsbridgecollege.org.uk) and she deals with many day-to-day queries. The SEND Governor is Karen Sewell, former SENDCo and advisory SEND Lead for Education SouthWest, may be contacted through the Clerk of Governors at the College.

4. ARRANGEMENTS FOR CONSULTING WITH PARENTS OF PUPILS WITH SEND

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

Please do get in touch if you have any concerns about your child's learning needs.

- KCC SuccessTracker reports provide parents/carers with target and predicted levels/grades and effort grades at half termly intervals.
- SuccessTracker reports for pupils on the SEND register are also monitored by the Learning Support Department as part of the Access/Plan/Do/Review cycle.
- Parent Evenings, Annual/Interim Review Meetings, Learning Support Departmental Presentation/Open Evenings and surveys provide structured opportunities for consultation.
- The Learning Support Department also has an 'open door' policy and encourages regular dialogue with parents: in person, by email, by telephone, by home/school book and via the Pupil Planner.
- The Early Help Assessment and Right for Children provides a structure for recording some of the arrangements arising from such consultations in Devon.
- All pupils on the SEND register have an Individual Education Plan (IEP) and parents/carers are asked to contribute to and approve the content of this document.
- As well as IEP reviews, Parents' Evenings and other meetings, we conduct regular surveys to gather parent voice & suggestions for improvement.

Feedback in 2017-18 included parents overwhelmingly feel listened to when attending review meetings for their child (100%); feeling that their child feels supported in their learning (93%); their child's additional needs are recognised at the College (93%); as parents, they have a voice in creating suitable learning plans for their child (94%) and the Learning Support department supports their child well (92%). [See Learning Support QA Review for more details – available on request from Wendy Ohlson, Deputy Principal or Jane Blumer, SENDCo]

There is always scope for improvement and we welcome suggestions and feedback.

Parents have also commented on provision through Learning Support (qualitative data):

"Excellent – well informed, perceptive and sensitive staff."

"As a family we feel this school is excellent at supporting both our son and his parents."

“Since joining your school Xxxxx’s confidence has risen so much that her stutter has almost gone.”

“Just continue to do the same as you have been doing over the past four years with Xxxx. Xxxx is happy therefore so am I.”

“The SENDCo and staff have been incredibly supportive and efficient.”

“I am so happy with the info I’ve been given by the SEN team for my daughter.”

At KCC we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child’s education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision- making process about special educational provision
- Are provided with relevant resources so they reinforce learning in the home.

The College values the generally good relations it enjoys with parents and the community. These are based on mutual respect and a willingness to listen to other points of view.

Concerns may be raised with any member of staff:

- pastoral team (Tutor, Head of Year)
- subject leaders (Head of English, Head of Maths etc),
- Learning Support team (SENDCo and Assistant SENDCO; TAs)
- College Leadership Team

There is a complaints procedure to provide an opportunity to resolve concerns when other attempts have failed.

5. HOW WE CONSULT WITH THE PUPILS AND INVOLVE THEM IN TARGET SETTING

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of the review process and at the end of a targeted intervention. We ask all pupils to contribute to target

setting. Targets are aspirational and have measurable outcomes.

All pupils on the SEND register have an Individual Education Plan (IEP); 'pupil voice' is an important element of this document and is used by teachers to inform their teaching. Pupils also comment directly through subject 'Barometer Group' reviews which includes a range of learners with different needs including SEND.

Self-report methods are used to measure pupil perceptions. One example was a survey of those pupils receiving literacy intervention 2016/7. 92% found the sessions helpful and recognized their value across the curriculum. Comments included:

"I really like being in a small group so you get more help"

"I enjoyed learning different words and knowing I have improved"

"I've enjoyed everything!"

"We could do more writing. I won't like it but I will get on with it."

"It's really good because I can understand it easier than most of my lessons."

Another example is comments collected following the ACE intervention (ACE is a nurture type group):

"Thank you for your fantastic work and helping us through the year, we are very grateful for it."

"We will miss (ACE)."

6. ARRANGEMENTS FOR ASSESSING AND REVIEWING PROGRESS TOWARDS OUTCOMES

The Special Educational Needs & Disabilities Coordinator (SENDCo) maintains the SEND Register and the Watch Out list. Each pupils has an Individual Education Plan (IEP) on Google VLE – Staff Room. The IEP is usually written by the SENDCo in consultation with pupils, parents/carers and teachers. It may also involve consultation and advice from external agencies. The three categories are:

1. **WatchOut** – the needs of these pupils are met from our universal provision however there is some requirement for differentiated approaches and personalised teaching. Such requirements are modest and recorded on WatchOut IEPs. WatchOut IEPs are reviewed annually or when circumstances dictate. The category of need is revised as necessary. Pupil progress is monitored by the subject leaders and pastoral team through SuccessTracker reports, observation and discussion.
2. Single School Category of **SEND/SEND Support** – the needs of these pupils go beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching and may include

appropriate evidence based-interventions. SEND support in College is based on 4 types of action – Assess/Plan/Do/Review; the documentation and targets are reviewed three times a year. The category of need is revised as necessary. Pupil progress is monitored by the subject leaders, pastoral team and Learning Support Department through SuccessTracker reports, observation and discussion.

3. **Educational Health and Care Plan (EHCP)** – the needs of these pupils go beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching and may include appropriate evidence based interventions. SEN support in College is based on 4 types of action – Assess/Plan/Do/Review. The IEP and the targets agreed are reviewed three times a year with one of these reviews being the Annual Review. The category of need is revised as necessary. Pupil progress is monitored by the subject leaders, pastoral team and Learning Support Department through SuccessTracker reports, observation and discussion.

We recognise that different pupils require different approaches. Pupils may also be placed on the SEND register if formally diagnosed with a learning difficulty/disability by a fully-qualified professional even if, at the time, there is no demand for active additional support beyond monitoring & staff awareness (e.g. high-functioning autism).

In addition to half termly SuccessTracker reports, teachers are asked to provide feedback and commentary to facilitate the review of targets prior to Annual Review for those pupils with EHCPs. Psychometric test data, intervention data and reports from relevant professionals (e.g. Speech and Language Therapist, Educational Psychologist, Communication and Interaction Team etc.) may be considered. Data is collated by the Learning Support Department and informs the review process and subsequent target setting.

Attendance is monitored closely in conjunction with the pastoral team and the Education Welfare Office since low attendance impacts on progress. Persistent absence or ongoing patterns of non-attendance will trigger a review of SEND and may also lead to an entry on Right for Children and referral via the Early Help system to access further support for pupils and their families.

Exam Access Arrangements (i.e. extra time, word processing etc.) may be necessary if achievement is to be demonstrated through public examinations. Information is gathered from teachers throughout the pupil's College career so we can establish a pupil's 'normal way of working'. 'In-house' psychometric testing late in year nine and reference to reports from professionals (including teachers) and the EHCP (when available) completes the picture that allows an application for exam access arrangements to be made according to the JCQ regulations.

7. ARRANGEMENTS FOR TRANSITION YEARS

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully planned and managed to provide continuity of high quality provision and reassurance to pupils and families.

Year 6 to Year 7

- Early liaison with feeder primary schools to identify pupils who are on the SEND Register or who may be anxious or have been identified as vulnerable
- Meeting with parents of Year 6 pupils with SEND (usually held in April/May) to explain the role of the Learning Support Department and how we support pupils.
- Enhanced transition visits arranged to meet the needs of individual pupils as part of a familiarisation programme.
- Other transition visits to attend subject workshops and meet the tutor as appropriate.
- Parents evening in June open to all rising Year 7 parents with opportunities to meet members of teaching and support staff.
- Additional individual visits e.g late August/pre-September start date for additional confidence and recognition.

Year 8 to Year 9

As part of the IEP review process, GCSE course/subject choices will be discussed to enable pupil/parents to make appropriate course selections to achieve learning potential.

Year 11 to post 16 education

As part of the review process, post 16 course choices will be discussed with reference to predicted GCSE/other qualification grades. Careers South West and the Preparing for Adulthood team attend these reviews for pupils with EHCP and are able to provide impartial guidance. They complete the necessary documentation to ensure that these pupils are properly provided for in post 16 education should they leave KCC for a Further Education College for example. This includes the 'My Outcomes' part of the EHCP. The College commissions Independent Careers Advisers to support pupils with SEND but without EHCP in making suitable choices and a successful transition into post 16 education. No young person on the SEND register is expected to be NEET post 16 (August 2018) following extensive work during year 11 to ensure smooth transition.

8. THE KCC APPROACH TO TEACHING PUPILS WITH SEND

Our aim is to facilitate inclusion and to foster independence in the following ways:

- Quality first teaching – teachers are informed about the nature of a pupil's

difficulties through the IEPs on the Google VLE and through training sessions and staff meetings/briefings. Understanding the difficulties pupils face enables teachers to remove barriers to learning

- Each year we map our provision to show how we allocate resources to pupils with SEND; this is reviewed regularly and can change during the academic year, responding to changing pupil need. This year funding was spent on: support staff, external services, teaching and learning resources and staff training.
- Support may take the form of differentiated work in class, support from a Teaching Assistant in focused intervention in groups, or working one-to-one or in the class room. Our literacy intervention (based on: inference training, fluency training, Precision Teaching, Sounds~Write (synthetic phonics) and IDL reading skills software) is particularly noteworthy. 41 pupils benefitted from targeted literacy intervention last year with those in years 9-11 attending Literacy Café after College to minimize the impact on their qualification courses. Home Learning Support is offered every lunchtime (on average 8 pupils attend each day and over half of them are on the SEND register).
- Plans for 2018-19 include adopting the Ruth Miskin approach for ReadWriteInc with small literacy groups set against MFL, with pupils having regular opportunities throughout the year for cultural enrichment whilst consolidating their basic literacy skills.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

At KCC we train staff to support pupils with SEND and secure specialist expertise or tuition we if we need it. Our work with pupils is needs-driven.

- All teaching staff have regular opportunities for Continuous Professional Development (CPD) when Quality First Teaching is addressed via 'Wednesday Focus', a fortnightly whole-staff event for teachers and TAs. In 2017-18, this has included sessions on literacy assessment and support, access arrangements, the SEND Code of Practice, and inclusive classroom approaches. Feedback has led to subsequent CPD on mental health, reviewing literacy tracking and stronger tutor involvement in IEP reviews, in liaison with Union representatives.
- Teaching Assistants are engaged in ongoing skills training. Annual training is recorded on a CPD Spreadsheet and held by the SENDCo. Training in 2017-18 includes
 - Paediatric Diabetic Training
 - Exam Access Arrangements training (including Asst. SENDCo gaining L7 diploma to assess AA)
 - Maximising the Impact of Teaching Assitants
 - Dyslexia Training, Units of Sound, Sounds~Write
 - First Aid Training
 - DAISI
 - ABA for specialist autism support
 - Maximising the Impact of Teaching Assitants

- Mental Health First Aid Training
 - Bereavement Training
 - Safeguarding
 - Improving Maths K/S 2&3
 - Anxiety Workshop
 - 'Normal Magic' Mental Health Workshop
- Staff training may be delivered by KCC staff with external trainers brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions. Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.
 - The SENDCo and Assistant SENDCo have also been involved in SWTSA collaborative work with schools in Plymouth as well as participating in the LLS SEND Review process, working with ESW colleagues to peer review partner schools at both Primary and Secondary level, Collaborative visits and observations by TAs have taken place at schools across the Southwest from Somerset to Cornwall. Through this, we also take the opportunity to review and develop our own practice.
 - KCC has also supported an independent LLS SEND audit to report across key aspects of SEND, with judgements 'Secure' in each area. The audit report is available on request from the SENDCo. This is further supported via independent self-evaluation reported to Babcock (Devon County Council).

The evaluation of the effectiveness of SEND provision is an integral part of the review process within the cycle of Assess/Plan/Do/Review of all IEPs. If an intervention is not benefiting a pupil's alternatives are explored. In addition annual reports are produced to examine the effectiveness of interventions employed at KCC. For example, latest editions of the Literacy Intervention Report, DEAP (Autism) Report and the ACE (Nurture style group) Intervention Report are available from the SENDCo.

We enable pupils with SEND to engage in activities available for pupils without SEND by identifying and putting into place reasonable and proportionate adjustments for pupils with SEND so they are not disadvantaged or excluded from school, the curriculum or our extensive programme of extra-curricular activities, trips and residential options. See Single Equality Policy on the SEND page of the KCC website for details.

Attainment and progress for pupils on the SEND register reflects strong learning across subjects.

9. HOW WE SUPPORT PUPILS TO DEVELOP AND IMPROVE EMOTIONAL AND SOCIAL HEALTH ISSUES

One of our long running and successful interventions is a nurture type group called ACE. Nurture groups are based on the work of Margaret Boxall and aim to support the development of children and young people with attachment difficulties. We have

broadened the scope of our group and aim to support pupils with emotional and social issues. In addition we are involved with the Early Help for Mental Health (EH4MH) offer which includes direct work with young people from Young Devon, Live Life to the Full (LLTFF) and the Emotional Literacy Support Assistant (ELSA) project.

Mentors, coaches and school councillors work to support our pupils. Referrals are made through the Children's and Adolescent's Mental Health Service (CAMHS) when appropriate. The School Nurse is available to support and guide our interactions with the NHS services.

The Learning Support Department provides a 'safe place' for vulnerable pupils at break/lunchtime (on average about 12 pupils with SEND attend the ACE club each session). Use is also made of the Loft (a supervised quiet study facility for pupils who are temporarily unable to cope with the demands of the mainstream classroom) and the Sensory Room (at times of high anxiety).

Arrangements and measures are in place for listening to views of pupils with SEND to prevent bullying. Bullying in any form is a direct contravention of the Aims and Values of KCC and is always treated seriously. Bullying is not tolerated at KCC. It is the responsibility of all staff to ensure KCC is a safe learning environment. See Behaviour for Learning Policy on the KCC website. The Learning Support Department monitors pupils on the SEND register closely; any 'out of character' behaviours are noted and discussed in department briefings (held twice each week). The Teaching Assistants build relationships based on trust with the pupils they support and watch carefully for signs that suggest there is reason for concern, including in their role as Co-Tutors and mentors. Such concerns are investigated. The Learning Support Department works closely with the pastoral team and parents/carers. Pupil views are explored by trusted adults and safeguarding concerns dealt with through the appropriate channels.

- Mrs Ohlson (Deputy Principal), Mr Crocker (Assistant Principal) and Mrs Stevens (Progress Coordinator) are the Safeguarding Officers.
- Mr Wilson is the Anti-Bullying Co-ordinator for 2017/18 actively promoting equality in the College.
- Mrs Stead (Assistant Principal) leads the Equality Group in their work.

Pupils are encouraged to participate in extra-curricular activities including Challenge Week: in 2017-18, there was 100% success for SEND pupils (in regular attendance) participating in Challenge Week and Year 10 Careers Week. Inclusion is important to us and last year pupils on the SEND register participated in the following activities during non-curriculum time:

- Badminton
- Activities Club
- Netball
- Writing Club (Write Brothers)
- History Club (WW1)

- Football Club
- Rugby Club
- Gym
- Cricket
- Climbing Club
- Hockey
- Superstars
- Actors Circle
- Film Club
- Ten Tors
- Fitness Suite
- Card/Craft Club
- School Production – Annie
- Drama Club
- KCC Choir
- Peripatetic music lessons
- Learning Café
- Duke of Edinburgh

10. How and when we involve other agencies to meet the needs of pupils and their families

External professional advice is sought to meet specific needs of pupils and the following agencies are some of those we have worked with during the last 12 months. Referrals are made in conjunction with parents/carers and with regard to the Safeguarding Policy on the KCC website.

- Applied Behavioural Analysis Consultant
- Autism Assessment Team
- Cancer and Leukaemia in Childhood
- Careers South West
- CBT Practitioners
- Chances
- Child and Adolescent Mental Health Service
- Children and Young People Services
- Communication & Interaction Team
- Counsellors
- Devon SEN 0-25 Team
- Devon Intervention Support Service
- Devon Information Advice and Support for SEND (DIAS)
- Early Help
- Educational Psychology Service
- Education Welfare Officer
- Family Advisory Support Team
- Family Intervention Team

- Hearing Impairment Advisory Teacher
- Occupational Therapy
- IT Advisory Teacher
- Physical Mobility Advisor Teacher
- School Nurse
- Schools Company South and West Devon Academy
- Speech and Language Therapy
- Targeted Families
- Visual Impairment Advisory Teacher
- Youth Offenders Team
- Young Carers
- Young Devon
- Youth Service
- YSmart

11. THE DEVON COUNTY LOCAL OFFER AND THE COLLEGE (KCC) OFFER

There is a link to the Devon County Council Local Offer on the SEN page of the KCC website; the College Offer is available on the same page. At KCC our SEND provision is continually evolving, adapting to meet the changing needs of our pupil community. To do this we draw on our own resources and the Devon County Council Local Offer.

12. ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND ABOUT THE PROVISION MADE AT KCC

Most concerns are easily resolved through informal discussions with the tutor, class teacher or Assistant SENDCo.

When the situation is more complex parents/carers should raise concerns with the SENDCo in the first instance. A meeting may be arranged to reach a resolution. The Annual Review process and the Early Help Assessment/Team Around the Family/Right for Children are mechanisms by which Devon County Council can be drawn into the complaint about provision and assist us all in finding a satisfactory solution.

Should the situation remain unsatisfactory, the Deputy Principal, Wendy Ohlson, will be made aware of the problem and a Pupil Support Meeting arranged.

Where concerns remain, parents are referred to the Complaints Policy on the KCC website. They may also seek support from the Devon Information Advice and Support (DIAS) for SEND; there is a hyperlink to their website on the SEN page of the KCC website. Devon County Council Local Offer website also includes contact

information so that parents/carers may consult the County 0-25 Special Educational Team.

13. OTHER RELEVANT DOCUMENTS

On the College website: SEND Policy, Local Offer, Single Equality Policy, Safeguarding Policy. All other policies can be found on the ESW website:
<https://www.educationsouthwest.org.uk/>

Jane Blumer, SENDCo, September 2018