



SEND Information Report: 2020

At Ely College, regardless of Special Educational Need and/or Disability (SEND) we aim to:

- Provide high quality provision for students who may have additional needs in any of the following.
 - Cognition and Learning
 - Communication and Interaction
 - Emotional, social and mental health
 - Physical and Sensory
- Have high expectations and aspirations for all students.
- Ensure that students learn and interact in a caring, happy, safe and secure environment.
- Make every effort to ensure equality of educational access and opportunity.
- Provide maximum opportunity to develop and reach individual potential academically, socially and personally.
- Encourage every student to develop their skills of communication.
- Challenge students to become as independent as possible.
- Have a clear focus on improving outcomes for students.
- The views and participation of students and family/carers are important.
- Listen to, and involve students, family/carers and other professionals in decision making.
- Understand the importance of friendships and encourage respectful, trusting relationships throughout the college.
- Facilitate the inclusion of all students, including those with SEND and/or Disability in the school curriculum, sports and activities such as visits and residential trips.
- Empower students to be an individual.
- Publish information about the College's policies for the identification, assessment and provision for all students.

In all these aims, we are guided by the SEND Code of Practice (2014):

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What is the Local Offer?

- In 2014, SEND reforms came into force with a new Code of Practice. This means that local authorities and schools are now required to publish and keep under review information about services they expect to be available for the children and young people with SEND, aged 0-25. This is known as the Local Offer.
- The Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

It will include information about the following:

- Services and support available.
- How children and young people's needs are identified and assessed.
- The way schools, colleges and maintained nurseries support children and young people with SEND.
- How to access services and explains how decisions are made.
- Preparation for adulthood and independence.
- Arrangements for making a complaint and mediation.
- How to comment on the local offer.

It can be accessed at <http://www.cambridgeshire.gov.uk/send> .

Who are the best people to talk to at Ely College about my child's difficulties with learning?

The Senior Tutor in your child's House.

Responsible for:

- Liaising with the subject teacher and form tutor in the first instance.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need in collaboration with students, parents/carers and the SEND Department.
- Knowing about any personalised teaching and learning for your child as identified on information given to staff by the SENCo.
- Ensuring that the College's SEND Policy is followed in the classroom and, for all the students they teach with SEND.

The SENCo/Assistant Principal: Sally Kay

Responsible for:

- Developing and reviewing the College's SEND Policy.
- Co-ordinating the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are kept informed about the support your child is receiving, involved in supporting your child's learning and involved in regularly reviewing their progress.
- Developing and overseeing personalisation of teaching and learning for your child.
- Liaising with professionals who may be coming into College to help support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist.
- Updating the College's SEND Register (a system for ensuring that all the SEND needs of students are known by all teaching staff in College) and making sure records of your child's progress and needs are kept. Only students who access teaching and/or support that are different from usual excellent classroom teaching (known as quality first teaching) will be included on the Register with the consent of parent/carer.
- Providing specialist support for teachers and support staff in the College, so that they can help students with SEND to achieve the best progress possible.
- Effective transition from Primary School for those with identified SEND.
- Providing specialist teaching for identified students.
- Assessing and ensuring that appropriate examination arrangements are put in place for those students who require these.
- Line managing the day to day operations of the team of Teaching Assistants.
- Strategic oversight of SEND Faculty and provision
- Student Progress and Data

Level 3 TAs: Pam Causton, Sophie Martin, Kate Barnes Weston

Responsible for:

- Interventions (KS3 & KS4) that are different from, and additional to quality first teaching.

- Ensuring that you are kept informed about the support your child is receiving, involved in supporting your child's learning and involved in regularly reviewing their progress.
- Liaising with professionals who may be coming in to College to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the College's SEND Register and making sure records of your child's progress and needs are kept.
- Providing support for teachers and support staff in the College, so that they can help children with SEND to achieve the best progress possible.
- Providing additional teaching for identified students.

Academy Councilor for SEND: Kim Taylor

Responsible for:

- Reviewing and monitoring the support given for any child with SEND who attends the College.

How will we know if your child needs extra help?

When your child first comes to us we use information from:

- Primary school teachers and end of key stage 2 results.
- Baseline literacy testing at transition. (Kirklees comprehension & Vernon Spelling tests)
- Cognitive Ability Tests early in year 7.
- Progress in English and Maths tests known as PTE and PTM early in year 7.
- Parents/carers information at transition.
- Specialist colleagues, external agencies.

As your child gets older we use information or referrals from:

- Termly assessments and interim data.
- Subject teachers and tutors.
- Parental concerns.
- External agencies.

All students in Year 9 undertake a further screening assessment that provides information regarding progress made with respect to reading comprehension, spelling and both speed and quality of writing. It also alerts us as to who will require further testing for exam concessions that need to be put in place for the GCSE exams in year 11.

The progress and learning of all students is monitored and reviewed regularly. Progress checks are shared with students and parents/carers every term. If your child is identified as not making progress you will be informed and if necessary a meeting set up to discuss this with you, in more detail, especially if we feel that they may have SEND. We will:

- Listen to any concerns that you may have.
- Listen to any concerns that your child may have.
- Plan any additional support your child may need that is different or additional to the usual excellent classroom teaching (quality first teaching).
- Discuss with you any referrals to outside professionals to support your child.

Each student and parent/carer are fully consulted and involved in discussions to ensure that any support and resources provided are appropriate and effective. Information regarding how a parent/carer can further support their child is also shared.

How will I know the College will support my child? How are College resources allocated and matched to the student's SEND?

- The College budget includes money for supporting children with SEND. The provision of additional support is made as appropriate from the College's budget.
- Students with an Educational Health Care Plan (EHCP) usually receive top up money from the Local Authority (LA) to supplement that provided by the College.
- Deployment of resources for SEND is made in consultation with parents/carers, the Principal, Academy Council, SENCo and teaching staff on the basis of needs in the College.
- The College provides for students with SEND in a variety of ways. These might include one or more of the following:

- Deploying additional adults to work in class with groups of students.
- SEND department run regular literacy and some math intervention sessions during form time and lunch times.
- SEND department provide a quiet space in the Hub for vulnerable students during unstructured times.
- "Friendship" groups at KS3 to develop social skills.
- Modified curriculum for those very weak students.
- Supported study sessions at KS4. These are 1-1 and take place during session 6.
- Intensive reading interventions.
- Targeted homework sessions are held in session 6 Monday to Thursday and supported by the TAs. This is agreed in advance with parental consent.
- Extra maths is available for targeted students in a small group during session 6 Monday to Thursday. Again this is agreed in advance with parental consent. This is delivered by two TAs and overseen by the SENCo.
- Some Alpha Smart portable word processing equipment/ laptops are made available to students with illegible handwriting.
- Reading pens that make texts accessible to those with Specific Learning Difficulties at KS4.

All support is reviewed regularly and changes made as necessary to ensure that the needs of all students are met proactively and resources deployed effectively.

How will my child and I know that my child is making progress?

- Regular classroom feedback provided for students is informative and includes next steps for progression.
- Written feedback is regularly provided for students that is helpful and includes next steps for progression.

- Progress checks are completed and shared with students and parent/carers after each tracking point.
- Progress is shared at the annual parents evening for each year group.
- An Annual Review will be held for students with an Education, Health & Care Plan (EHCP).
- There are regular book scrutinies and lesson observations carried out to ensure that the needs of all students are met through outstanding quality of teaching and learning.
- Progress reports sent home.

You can also call the tutor, Senior Tutor or SENCo at any time.

How will the College support my child and how will the curriculum be matched to support my child's needs?

All Students access:

- Quality First Teaching that includes differentiated approaches by subject specialist teachers.
- Teaching that is informed by assessment, planning and review.
- High expectations for each student in their class regardless of SEND.
- Multi-sensory teaching to enable each student to participate in all lesson activities.
- Relevant student information provided for all teaching and support staff.
- Targeted homework sessions are available for SEND students.

Some students are identified by the subject specialist teacher, the SENCo and/or parent/carers as needing some additional specialist support (described as School Support in the Special Educational Needs Code of Practice 2014). They may access:

- Additional in-class support provided by a Teaching Assistant.
- Specific group work delivered by either a L3 Teaching Assistant, a SEND teacher, a specialist teacher or other trained adults.
- Specialist targeted interventions delivered by either a L3 TA, a Specialist teacher or a SEND teacher.
- Specific strategies that may have been suggested by the SEND Department and/or professionals.
- Access to specialist professionals, for example, Speech and Language Therapists. This will help the College to understand your child's particular needs better and therefore support them more effectively.

- Access to the Hub which supports students who may need some time out of the classroom to support their Emotional, Social or Mental Health needs. Students work with Anita Lightfoot, the Hub manager, to discuss and come up with strategies to overcome their anxieties. Some students who are exempt for a subject because of their needs do additional English and Maths while in the Hub.

A few students may require, or have an Educational Health Care Plan (EHCP). This support is available for those students whose special educational needs are severe, complex and lifelong. These students experience specific barriers to learning and require specialist support.

- College (or you) can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the College to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the College to continue with the current level of support and also set up a meeting in the College so that a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline a budget and the SENCo, along with the parents, student and other Professionals will determine what the intended outcomes for the student should be and a support package put in place to achieve these.

Ely College supports inclusion, independence and meaningful progression for all students, including the more able. Every student has access to a full range of assessment and accreditation opportunities taking into account their individual needs.

How will my child be included in extra-curricular activities and trips?

- We try our best to ensure that trips are accessible for all students wherever possible. If appropriate, additional adult support will be made available to ensure that your child is fully included.
- Risk assessments are carried out to ensure that Health and Safety requirements are fully met.
- Where possible travel will be fully accessible to all students.
- All students are able to participate in a wide range of extra-curricular clubs and activities.

What support will there be for students' overall well-being?

Some students may require additional support to ensure that emotional, social and mental health is appropriately developed and nurtured. These needs can be shown in different ways, including anxiousness, behavioural difficulties, and being uncommunicative.

- All students are in Tutor Groups and Houses that provide the opportunity to explore Personal, Social and Health Education and support this development. There are many extra-curricular clubs that your child may participate in.
- Access to the Hub which supports students who may need some time out of the classroom to support their Emotional, Social or Mental Health needs. Students work with Anita Lightfoot, the Hub manager, to discuss and come up with strategies to overcome their anxieties. Some students who are exempt for a subject because of their needs do additional English and Maths while in the Hub.
- Access to a bereavement counsellor when needed.
- Access to a Student Support counsellor to talk through issues when needed.
- If your child needs additional support to that which the College can provide through the Pastoral system, then with your permission the college may access further specialist support through, for example, the EHA (Early help assessment) process.

What specialist services and expertise are available through referrals by the College?

- Educational Psychologist
- Community Pediatrician
- Hearing Support team
- Occupational Therapist
- Physiotherapist

- Speech and Language Therapist
- Visual Impairment Service
- Counsellors - see above

What training do the staff who support SEND receive?

Every teacher is a teacher of SEND. It is part of the SENCo's role to support subject teachers to assess, plan, monitor and review the progress of students with SEND.

- Training and support is provided for all teachers and teaching assistants to ensure sound differentiated classroom practice (quality first teaching).
- Training and support is provided for all teachers and teaching assistants that is specific to the individual needs of the students, for example, Epilepsy training.
- Individual teachers and teaching assistants attend a wide range of internal and external training that ensure staff develop a wide knowledge and experience base of Learning difficulties.

How is the College environment accessible for students with SEND?

- The college is compliant with the Equality Act (2010) requirements.
- Provision has been made for those with medical conditions such as Cerebral Palsy, juvenile arthritis and epilepsy, as well as visual and auditory disabilities and wheelchair users.
- Specialist equipment is purchased and provided as appropriate.
- There are lifts to upper floors in two of the buildings.
- Where there is no lift, students can be accommodated on the ground floor.
- There are toilet facilities with disabled access in the College.
- Outside areas of the College environment are accessible to all students regardless of SEND.
- Extra-curricular activities and trips are accessible for students with SEND.

Are parents/carers and young people encouraged to discuss and contribute to policies and practices relating to SEND?

Collaboration with, listening to and developing effective partnerships with parents/carers and their child is essential. Parents/carers know and understand their children best. Therefore, students and parents/carers are encouraged to

participate in the development of, application of, and review of policies relating to SEND in various ways including;

- Academic Reviews (beginning with attendance at Year 5 or 6 reviews when invited)
- Annual Reviews
- Forum meetings

How are parents involved in the College?

- Discussions with tutors
- Meetings with staff
- Occasional parent forums
- Open Days/ information evenings
- Option Choices
- Parents' Evening/ Progress reviews
- Academy Council
- Performances
- Support with homework

Who can I contact for further information about SEND?

- Sally Kay- Assistant Principal/SENCo - skay@elycollege.co.uk

How does the College prepare my child for transition from Primary to College?

- SENCo attends the Annual Reviews of those with EHC plans in year 6.
- SENCo visits partner primary schools to gather information in Summer term.
- Speak to primary school teachers/TAs/ SENCos.
- Four afterschool sessions for the most vulnerable students at the College over four weeks leading up to the Induction days,.
- Two Induction days at the College in July.
- Extra transition visits with TA support, if required.
- TA may visit Primary to observe students.
- Pastoral support.
- SENCo meets with some individual parents of SEND students in the Summer term.
- Transition evening - chance to meet and discuss needs with parents in July.

How does the College prepare my child for transition to post 16 provision?

- SEND Department liaise with Sixth Forms as required and as is appropriate.
- Taster days at CRC for Year 10/11.
- Encourage students to attend Sixth Form open evenings.
- Taster sessions at Bishop Laney Sixth Form.
- UCAS progress website used for applications and can be accessed at home.
- One to one/small group careers advice meetings for some students.
- RE/Supported Study lessons in Year 11 to help prepare and offer support for post 16.
- Work experience in Year 10.

Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENCo deals with specific enquiries. The SENCo attends all Year 6 transfer reviews for students with an EHC plan whenever possible. Records of students who leave at the end of year 11 are forwarded to Post 16 placements. This includes the Form 8 report that is submitted to the exam board before exam concessions are agreed.