

CLAVERHAM COMMUNITY COLLEGE



SEND Information Report

2017 – 2018

Special Educational Needs and Disabilities

From 1st September 2014 there are new duties on schools with regards to Special Educational Needs and Disabilities (SEND). Claverham Community College remains committed to being an inclusive, mainstream secondary College as part of East Sussex Local Authority.

For further information giving details of how Claverham Community College identifies and supports pupils with Special Educational Needs please see the SEND Policy.

Special Educational Needs and Disabilities Information Report

What does Claverham College offer pupils with Special Educational Needs?

Claverham Community College is a large mainstream secondary College, of approximately 1150 pupils.

Support is available at Claverham College for pupils with Special Educational Needs and Disabilities (SEND) in each of the 4 broad areas in the Special Educational Needs and Disabilities Code of Practice, 2014:

- Communication and Interaction Needs
- Cognition and Learning Needs
- Social Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The aim of the SEND provision at Claverham is to ensure that all pupils can experience success and reach their potential. We work hard to identify pupils who have educational needs and support those children throughout their time at Claverham. With appropriate support and a differentiated curriculum we aim to create an environment in which each pupil can develop their self-esteem and become confident members of our community.

At Claverham great care is taken to get to know individual pupils and to identify their unique personalities and learning profiles in order to provide support and encouragement, enabling pupils to develop skills and achieve success in a wide range of areas.

How do we identify and assess pupils with special educational needs?

Special Educational Needs information is passed to Claverham Community College from primary schools as pupils transfer, together with Key Stage 2 SAT results. Liaison with parent/carers, staff at the pupil's previous school, external professionals, Claverham colleagues and the pupil provides additional information which can be used to plan transition support.

Where a pupil has a statement of Special Educational Needs, an Education Health Care Plan, is in receipt of High Needs funding or has been placed at SEND Support by the previous school they are initially placed at the same level on the Claverham SEND Register.

The SEND Register is a College document, made available to all teaching and support staff, giving brief details of pupils with an identified special educational need or disability.

All pupils are assessed and tested during the transition visits before coming to Claverham. These assessments are used to help place children in the most appropriate sets for the different subject areas studied in the curriculum. Reading comprehension, spelling and CAT tests, along with pupils Key Stage 2 SAT results, allow the SEN department to identify children who will need our support. Pupils whose reading comprehension is 2 years or more below their actual age are identified for one of our daily reading schemes, whilst pupils whose SAT results are significantly below the National Average are considered for our Transition Group. Pupils who are gifted or talented in areas of the curriculum are also initially identified for support at this time; this identification process also takes place regularly throughout their time at the College.

Some children do well at primary school but find the transition to secondary education more difficult. The teachers are highly alert to such difficulties and discuss any pupils causing concern with the Head of House and/or the SEND Team so that support can be coordinated promptly. The College listens to parents. Sometimes, the first signs of difficulty are picked up through conversation at home and parents are always welcome to contact the College to talk about concerns. Sometimes further assessment by Claverham Community College's SEND team or advice from the Local Authority Advisory Services is required to identify barriers to learning. This is always discussed with parents/carers and the results of any assessments will be shared with parents/carers and an action plan agreed.

Pupils are identified for Exam Access Arrangements during Year 9 for an application for Access Arrangements to be made for GCSE examinations in Years 10 and 11. Exam board regulations and guidance relating to candidates with particular requirements are then followed. The results of any applications are shared with parents/carers and made known to teaching staff as soon as authorised to enable pupils to practise using their concessions.

Current Staffing

Mrs D Roberts Special Educational Needs Co-ordinator (SENCo)

Mrs S Cotterill Assistant SENCo

The SEND Department at Claverham Community College also consists of a large team of Teaching Assistants with a wide range of skills, training and experience. Teaching Assistants together with subject teachers provide valuable information about how effectively pupils are able to access classroom learning.

Where further advice is required to identify a pupil's barriers to learning we work in partnership with colleagues from the Local Authority's Support Services, including the Educational Psychology, Learning Support, Physical Impairment and Medical Support Services. We also work in partnership with colleagues from the Health and Care Services through liaison and attendance at multi-professional meetings in support of pupils and their families.

How does Claverham Community College support pupils with special educational needs whether or not pupils have EHC Plans?

All pupils follow the National Curriculum, although this is differentiated to meet pupil's needs. Pupils are set in subjects according to their academic ability. Priority of in-class support by teaching assistants is given to pupils in our lower sets, and to pupils who have a Statement of SEND or EHC Plan.

In Year 7 a group of approximately 15 pupils are identified to be in our Transition Group (nurture group). These 15 pupils are taught in one room for 60% of their timetable, reducing the need to move around the College from class to class. Within the classroom they have access to appropriate reading material, trays to help with organisation, laptops to help record information, and I-Pads with various apps for enhancing literacy and numeracy. Support is provided with an appropriately differentiated curriculum and a teaching assistant; however the overall aim is that pupils in the transition group will be able to work independently as the year progresses, enjoy success and as a result increase their self-esteem. At the end of Year 7, although remaining as a group of 15, pupils will move around the College for their lessons. Depending on the progress of the children in this group the composition of the group may change.

Pupils of all abilities are supported by the setting structure at the College and their progress is carefully monitored to ensure that they are fulfilling their potential.

Gifted and Talented pupils are taught in ability set groups of pupils of a similar ability. Talent is nurtured in a caring and supportive environment. All pupils are stretched in class to ensure rapid and sustained progress. Many other opportunities are available across the full range of subject areas both inside and outside of the classroom to provide stretch and engagement.

How do we know additional support is effective?

All teachers have access to whole College data tracking systems for all pupils in order to track and review attainment and progress. This information is shared with parents through reports and parents' evenings.

Each subject department completes a post GCSE exam review to identify successes and areas for improvement. Departmental targets and the use of external target information also monitor whether pupils are achieving their potential.

The Governing Body reviews College performance data in relation to other Colleges in East Sussex and similar Colleges nationally in order to be able to monitor performance and challenge the Senior Leadership Team on how effective the College is with regard to its SEND Needs provision. The governors take a special interest in the performance and achievements of pupils with Special Educational Needs.

Link Governor for SEND: Mrs Lesley Hunter

Where pupils are withdrawn from a series of lessons to receive targeted individual or group support they are assessed at the start and end of the intervention so its impact can be evaluated and adjustments made where appropriate.

How do we know if pupils with SEND are making progress?

SEND Department staff select from a range of measures to review the progress of pupils with Special Educational Needs including;

- Pre and post intervention assessments;
- Annual Reviews for pupil with High Needs funding and/or a statement/EHC Plan;
- Reading and spelling testing;
- Regular subject assessments;
- Personal contact with parents/carers, particularly to consider how home and College can work together to support progress.

The above are in addition to the arrangements available for all pupils:

- Regular subject reports;
- Parents/carer/teacher interviews;
- Parents' evenings;
- Home/College liaison via the pupil planner;
- Personal contact with Form Tutor/Head of House/ Senior Leadership by phone, email, letter, meetings.

How do we teach pupils with SEND?

All pupils are fully integrated into the life of the College, belonging to mixed ability tutor groups in the pastoral system. All teachers are expected to differentiate work appropriately for pupils, allowing them to access the same curriculum as their peer group. Staff are supported in this by In Service Training, After School workshops and ongoing advice from the SEND Department and colleagues from Health and the Local Authority advisory services.

At Key Stage 4 the College offers a wide range of subjects for pupils to study to GCSE or equivalent level.

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

All pupils follow the National Curriculum, although this is differentiated to meet the needs of our SEN pupils. One major difference from the usual Year 7 curriculum at Claverham is that the Transition Group will only learn French; instead of a second Modern Foreign Language; the pupils in this group will have English Skills lessons.

The curriculum is broad and balanced, designed to engage and stimulate pupils of all abilities. All pupils are encouraged to take part in a wide range of extra-curricular activities which are used to provide consolidation and enhancement to various aspects of the curriculum.

Opportunities are provided for pupils to use collaborative learning styles and a variety of methods are used for recording and assessing pupils' work.

Teaching Assistant support is predominantly in the classroom to help pupils access the lesson. Pupils with a statement of special educational need or EHC Plan may be withdrawn from lessons to work in small or individual study groups if they require this level of support.

What additional support for learning is available to pupils with SEND?

The SENCo and Assistant SENCo may identify pupils who are in need of support outside of the classroom for a period of time. This may include the following:

- Daily peer reading;
- Daily guided reading;
- Daily LEXIA programme;
- Speech and language programmes;
- Social skills programmes;
- Small group and 1:1 maths support;
- Small group and 1:1 literacy support;
- Lunchtime Club for Vulnerable Pupils.
- Significantly smaller teaching groups;
- Resources for classroom use; laptops for alternative methods of recording;
- Mentoring sessions;
- Teacher liaison: joint planning, class observation, resource preparation;
- Referral to external services;
- IT packages for home access;
- Exam Access Arrangements: scribe, reader, word processor, additional time;
- Additional adult support in lessons.

Where there is a real need to develop specific basic skills, individual pupils or small groups may be extracted from a mainstream lesson for a limited period of time. This usually occurs with a small number of pupils in Years 7, 8 or 9 who attend group or individual intervention sessions to support development of language, literacy, numeracy and/or social skills.

What activities are available for pupils with SEND in addition to those available in accordance with the curriculum?

All pupils are encouraged to take part in the wide range of extra-curricular activities provided by the College. These include a large number of lunchtime clubs, as well as a wide range of visits and residential trips.

A number of clubs or activities are staffed, run or coordinated by the SEND Department:

- Breakfast Support Club;
- Break and Lunch time Support Clubs;
- Additional Food Technology course;
- Additional off-site courses with external providers.

The College runs also an after-school homework club until 4.45 p.m. Monday to Thursday.

What support is available for improving the emotional and social development of pupils with SEND?

On arrival at Claverham all pupils are placed in one of five houses. They remain in that house for their five years, supported by their Head of House and Tutor. The Head of House regularly liaises with the SENCo, members of the Leadership Team with responsibility for achievement and inclusion, and Pastoral Support Team when appropriate.

Through the College's pastoral support system, Personal, Social and Emotional curriculum and some aspects of subject teaching, pupils are supported in maintaining their emotional health and wellbeing.

There are a number of additional provisions available to support any pupils with an additional social and emotional need at any time during their College career.

Support from within the school:

- KS3 and KS4 Assistant Principals with responsibility for Achievement and Inclusion;
- Heads of House;
- Pastoral Support Team;
- Academic Intervention Team;
- Behaviour Specialist;
- School Nurse;
- School Behaviour Advisor.
- Social skills and communication group - a weekly session with a small number of peers from the same year group supported by a Teaching Assistant and planned in conjunction with our Speech and Language Therapist. Pupils work on aspects of communication and social skills they find difficult within a supportive environment and are encouraged to develop strategies they can transfer to the wider College environment;
- Transition Group for pupils who find the transition process more difficult or need additional support in coping with the secondary school environment.
- Mentoring - a regular one to one session where pupils can discuss concerns and problems with a trusted adult and develop practical strategies to overcome these difficulties where possible;
- Counselling – a regular 1:1 counselling session run by a qualified counsellor for a period of time;

Where necessary support may be needed from outside agencies:

Children's Integrated Service (Speech and Language Therapist and Occupational Therapist);
Child and Adolescent Mental Health Service;
SEND Personal Advisor;
ASD Outreach;

Educational Psychology Service;
Communication, Language and Learning Support Service (CLLSS)
English as an Additional language Service (EALS);
Sensory Need Team (Visual and Auditory needs);
Traveller Education Team (TET);
Flexible Learning Educational Support Services (FLESS);
Sussex Partnership NHS Foundation Trust Early Intervention Team;
Targeted Youth Support Team (TYS);
East Sussex Behaviour and Attendance Service (ESBAS).

Who is the Special Educational Needs Co-ordinator (SENCo), and how can I contact the SEN Department?

Mrs D Roberts – Special Educational Needs Co-ordinator (SENCo)
dlr@claverham.org
01424 772155

What expertise and training do staff have in relation to children and young people with SEND and about how is specialist expertise secured when required?

The SEND Department is led by a qualified teacher, who has a number of years of experience in working with children with SEND. Our Assistant SENCo also has a wide range of experience in working with pupils with SEND together with a variety of SEND specific qualifications.

In addition to this we have a well-qualified team of teachers and learning support assistants who directly support the learning of pupils with SEND, in addition to the high quality teaching delivered through the normal school, curriculum. These include additional support staff:

- Specialist Dyslexia teacher (1 day per week);
- SEN Inclusion Assistant
- 1 learning support assistant with specialist Dyslexia qualifications;
- 1 learning support assistant with specialist Speech and Language qualifications;
- 1 Primary trained teachers working as learning support assistants;
- 3 INA's;

Teaching and support staff at Claverham College have regular opportunities to extend their knowledge and skills in support of pupils with SEND through whole school and targeted In-Service Training.

Three of our learning support assistants have achieved an Outstanding Teaching Assistant qualification in conjunction with our local Teaching School alliance.

How do we obtain equipment and facilities to support children and young people with SEND?

At Claverham Community College we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents or carers and visitors. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Principal, Deputy Principal, SENCo and Business Manager have consulted with representatives of all stakeholder groups in order to identify priorities for action in developing the College's Disability and Access plan. The views of all pupils were canvassed in the development of the scheme through the School Council. Their experiences have informed recognition of areas where the College's provision needs to be further developed. This is an ongoing process; please see the Disability Action Plan on the College website for further details.

Further resources or adjustments to meet the needs of individual or groups of pupils are discussed and planned where appropriate and practical.

What are the arrangements for consulting and involving parents/carers of children with SEND in the education of their child?

Claverham College firmly believes in working in partnership with parent/carers of all pupils, particularly those with Special Educational Needs. It is through these close working relationships that pupils can make the best progress throughout their College career.

Pupil progress is reported four times a year, including a full report from each subject followed by a Parent Consultation Evening. In each subject pupils are set targets and these are regularly reviewed. Pupils who are not meeting their targets are identified by their subject teacher and Head of House. Where appropriate this may lead to liaison with the SEN department.

Parent/carers are specifically invited to attend Annual Review Meetings for pupils with an EHCP or Statement, or who is in receipt of High Needs funding, to carry out an annual review of the plan and associated support.

Parent/carers are encouraged to visit the College regularly, both for formal meetings and on a less formal basis. A member of the SEND Department is available for information evenings, particularly the New Intake evening.

Parents of pupils with SEND can contact the SENCo or Assistant SENCo at any time, via phone or email, to discuss support and arrange a meeting if necessary.

What are the arrangements for consulting young people with SEND about, and involving them in, their education?

Pupils with Special Educational Needs are consulted on an individual basis concerning strategies for support particularly through Annual Reviews and Parents' Evenings. In addition, pupils are encouraged to:

- Make use of breakfast and lunchtime clubs run by the SEND Department where less formal discussions can be facilitated.
- Meet regularly with a staff mentor for help with any aspect of learning including organisation, strategies to overcome barriers to learning, managing emotions, building self-esteem etc.
- Visit the SEND Department, where there is an open door policy, to seek help and support as it is needed.
- Feedback through the School Council.

Close liaison is maintained with pastoral staff to ensure that relevant information is shared and some Year 7 tutor groups with vulnerable pupils in will be allocated a link Teaching Assistant to support in a number of lessons over the week and attend tutor time and assemblies to enable trusting relationships to be developed early in the transition process from primary to secondary school.

What arrangements have the governing body made relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the College?

Claverham Community College has an official complaints policy which is available on the College website, but it is hoped that any concerns can be satisfactorily dealt with through direct communication with the SEND Department, Head of House or a member of the Leadership Team.

How does the governing body involve other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with SEND, and in supporting the families of such pupils?

A number of regular meetings are held with professional colleagues to support College staff in meeting the needs of pupils with special educational needs:

- Consultation Meetings - The SENCo meets regularly with Claverham Community College's key support personnel from the Local Authority. There are usually representatives from the Education Psychology and Learning Support Services. These meetings discuss whole-College issues and individual pupils causing concern.
- College Inclusion Meeting – representatives from each subject department meet twice a term to discuss whole-College Special Educational Needs issues, departmental Special Educational Needs issues and individual pupils.
- Attendance meeting – Heads of House meet with the Deputy Principal every fortnight to discuss attendance and pastoral issues. The SENCo is advised of any

issues relating to SEND, this will then be relayed to other staff involved in the support of pupils as is appropriate.

In addition the SENCo and/or member of the pastoral team attend a range of meetings to discuss support for individual pupils e.g. Looked After Child Reviews, Personal Education Plan Reviews, Multi-Professional Meetings. Wherever appropriate the individual pupil and parent/carers are invited to attend these meetings and colleagues from East Sussex Children's Services are welcome to attend at parent/carers' request.

How can I contact College staff or the Local Authority support services?

In the event of a parent/carer wanting to discuss something about their child's education they should contact their Head of House in the first instance. Where the issue is directly related to the pupil's special educational needs, please contact the SEND Department using the details above in section 4.

Details of organisations and services able to provide additional support and information can be found in East Sussex Local Authority's Local Offer:

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/schoolchildren>

What are Claverham Community College's arrangements for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living?

Primary to Secondary Transition

The SENCo maintains links with feeder Primary Schools to meet prospective pupils and the primary SENCo to ensure a smooth transition between phases. The information gathered in this way is collated and sifted to provide a pupil snapshot to be included in the Claverham Special Educational Needs Register before their arrival. The SENCo also attends, wherever possible, annual reviews of EHC Plans, SEND statements or funding for High Needs pupils in Year 6.

Parents who wish their children to come to Claverham have the opportunity to meet with the Special Educational Needs Coordinator (SENCo) and Assistant SENCo at our Open Evening; they are also encouraged to meet with them informally throughout Year 6. This allows the SENCo and SEN department to get to know the pupils who will need support during their time at Claverham and the pupils to familiarise themselves with the school and key staff. This process also enables the staff at the College to start to plan the type of intervention and scaffolding each pupil will require, on entry in the September. In Year 6 pupils who are identified by primary schools as vulnerable visit the College for a day in March, accompanied by their teachers or teaching assistants. This provides an opportunity for pupils to experience a day at Claverham and meet current pupils and staff. The activities include circle time, team building activities and a tour of the College.

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The SENCo liaises with further education colleges where applicable, particularly Sussex Coast, Plumpton, Bexhill and South Downs Colleges. Information on pupils and exam concessions are shared with the colleges with a pupil's permission. In consultation with the pupil, parent/carers and colleges additional accompanied visits can be facilitated where required.

Where is the Local Authority's local offer published?

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/schoolchildren>

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

An invitation for feedback

This report is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the report, or make suggestions to improve the information, please email: dlr@claverham.org