



Stoke Damerel Community College

Special Educational Needs and Disabilities Information Report

Objectives of the School's Special Educational Needs and Disabilities provision

- To ensure access to a broad, balanced and relevant curriculum for all students.
- To identify students with additional needs and disabilities.
- To identify the nature of the additional need or disability and to implement appropriate learning, behavioural and social skills intervention to meet that need as far as resources will allow.
- To raise the self-esteem of students with additional needs and disabilities.
- To involve parents/carers in a partnership to support and extend students' learning.
- To promote effective liaison between the SENCO, Leadership Team, Curriculum Manager, Learning Manager, staff, parents and external agencies.
- To support staff in curriculum areas to adapt schemes of work and make good provision for all students to learn effectively.
- To ensure effective transition across all Key Stages.
- To ensure that SEND students are represented and supported in all areas of school life.



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Inspiring young people

The Code of Practice (Jan 2015) 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

The school works in line with the Code of Practice principles in that:

- SEND issues are addressed.
- There is recognition of a continuum of needs and provision.
- Students will be given the greatest possible access to a broad and balanced education.
- Liaison with the Local Authority, Health and Social Services will take place as appropriate to the need of the child.

Supporting SEN children

Aside from our Specialist Provision for Autism Spectrum Condition (see next section), as with all mainstream schools, we are required to make reasonable adjustments for students who have additional needs across the 4 areas of the Code of Practice:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Students who have additional needs are supported in a number of ways:



- Nurture classes are provided for vulnerable students in order to support their social and academic transition.
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- The learning support team are actively involved in areas of transition across phases of education, but particularly at KS2-3, ensuring that support is available for students who require it at key points in their education.
 - Teaching support assistants operate in all areas of the curriculum including registration and personal, social, health education (PSHE). They offer general in class support, small group support and individual assistants to remove barriers to learning in the class room and provide support to the highest level appropriate to the needs and abilities of the individual.
 - All teaching and support staff receive regular and high quality CPD in order to be up to date and confident in the best practice to support students and ensure quality first teaching.
 - The learning support department offers bespoke 1:1 and small group lessons to impact positively on the most challenging areas of school for all individuals.
 - Within our Support Base, nurture facilities provide quiet areas and areas where support and resources can be accessed including learning support staff for our students.
 - There are aspects of the curriculum at Key Stage 4 that are specifically designed and personalised to develop an individual's life skills and promote lifelong learning.
 - If there are any needs that cannot be met within our normal school provision, we will endeavour to seek the support of partner agencies in developing an appropriate provision or securing alternative placements.
 - Students at any point in their school career can receive bespoke timetabling arrangements to meet their needs.
 - Regular contact both formally and informally with parents and carers to ensure that there is an effective supportive educational partnership.
 - All reasonable adjustments will be made to keep students safe and give individuals the best chance of success in all areas of school.

Specialist Provision for Students on the Autistic Spectrum

As a part of our commitment to providing an inclusive education, we have an additional resource as a specialist support centre for up to 12 students identified as having more specific needs due to Autism. We aim to provide a high level of support enabling all students within this provision to access a broad and balanced curriculum within mainstream education.

Students who are supported by the provision access their curriculum on a personalised basis with the aim of them being able to join mainstream teaching sets when appropriate. Some lessons will be held in small groups or on a 1:1 basis in a specified area. During these lessons we aim to develop students' skills through interaction with experienced specialist staff. The skills learnt may include life tasks, language and communication skills and a range of social skills.

FAQ for Parents

1. How does the school identify that a child has a special educational need?

The SENCO and the teacher responsible for KS2/3 transition will liaise with all primary schools to ensure that information on students is shared effectively, in line with the local authority transition protocol.

At the start of year 7, or on entry, the college will undertake relevant assessments of all students to ascertain their ability/difficulties and a profile of their needs. This information will be used alongside data from primary schools to ensure that students who may need additional support are identified. Once needs are identified, a graduated response to supporting the student's need will be initiated. Where relevant, the SENCO will enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers.

Details of each student with Special Educational Needs, including the nature of their learning disability, recommended teaching strategies, strengths and history of provision will be available to all teaching staff. All teaching staff will be made aware of this information and informed when any significant changes are made.

It is the responsibility of all staff to liaise with the SENCO should they have any concerns that a student may have previously unidentified Special Educational Needs. As the Code of Practice states in Chapter 6 section 6.36: "Teachers are responsible and accountable for the progress and development of the pupils in their class"

2. Who are the best people to talk to in this school if I think my child might have a special educational need?

At this school we operate a graduated approach to student need. The vast majority of concerns can be dealt with by Year Team, the first contact being the Tutor. If the concern persists the Tutor may complete an SEN concern form or will signpost you to the Learning Manager. They may seek a consultation with the Special Educational Needs Coordinator (SENCO).

3. Who is the person responsible for children and young people with SEN?

At Stoke Damerel Community College progress of all young people including those with SEN is the responsibility of the class teacher. The overview of SEN students is the responsibility of the SENCO Trudi Skinner who will monitor, coordinate and evaluate the provision of these students.

4. What training or specialist expertise do staff have around SEN?

The College places great value in the professional development of all staff. All staff receive a comprehensive induction to working at the College and SEN training is part of this staff development.

The SENCO works closely with Senior Leadership to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure it addresses the needs of current students.

The SENCO has completed the National Award for SEN Co-ordination and is Attachment Lead for Schools.

The College has a specialist ASC Lead Practitioner with specific ASC qualifications, including counselling and CBT to support children in 1:1 sessions.

Our staff also receive support from the Education Psychology Service, Communication Interaction Team and Plymouth Advisory Team for Sensory Support (PATSS).

5. What further external support can school access to support children with SEN and their families?

For students:

- Careers South West
- Psychology Service
- Educational Welfare Officer
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy
- Speech Therapy
- Counsellor
- Learning Mentors
- Communication Interaction Team
- Sensory Support
- Youth Offending Team
- School Nursing service
- Youth Service
- Inclusion Workers

For families:

Plymouth Information Advice and Support for SEND is an independent and impartial organisation who can support parents with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents to reach agreement when issues are faced at school. They can be contacted on 01752 258933 or at 0800 9531131.

The Early Help Assessment Tool (EHAT) is a multi-agency approach used to support families who are facing challenges.

6. How are parents/ carers and children with SEN supported to share their views and concerns and work alongside the school?

Regular communication between home and school is essential and central to the child's progress. A telephone call, letter, text or email may be used to support/initiate communication with you to discuss progress, concerns and share information about what is working well at home and school, so that similar strategies can be used.

Students' voice is always at the heart of what we do. Parent and student voice are both key to ensuring we get the person centred approach accurate for every student.

7. Who is the person I should talk to if I have a concern about the support being provided for my child at the school? How can I share my concerns or make a complaint?

Any formal complaints should be made through the Complaints Procedure as detailed on the school website. http://www.sdcc.net/images/documents/pdf/policies/complaints_policy_feb_2018_use.pdf

8. Where can I find information about the Local Authority's Local Offer for children and young people with SEN and their families? <https://www.plymouthonlinedirectory.com>

9. How does the school support children with SEN and their families when they join or leave the school?

We recognise that transitions can be difficult for a young person with SEN and take steps to ensure that any transition is as smooth as possible.

The learning support team are actively involved in all areas of transition across phases of education, ensuring the support is available for students who require it at key points in their education.

If your child is moving to another school or college the current school will:

- Contact the school SENCO.
 - As children approach transition point schools and colleges should help their children and their families with more detailed planning.
 - Year 6-7 the school will organise appropriate transition and enhanced transition with specialist sessions for those who require it.
 - The SENCO of the secondary school may be invited to year 5 and or year 6 annual reviews, EHC meetings or Team Around Me meetings.
 - Year 9 should aim to help children explore their aspirations and how different post 16 education options can help them to achieve these.
 - Year 10 should aim to support the child and their family to explore more specific courses.
 - Year 11 firm up their plans for post 16 options.
 - Information regarding the needs of the students will be shared with the next educational provider and support for transition visits where required.
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