

SEN Information Report

Exmouth Community College is a fully inclusive mainstream comprehensive school catering for students aged eleven to eighteen. The college has experience of the full range of additional needs, including:

- Autistic Spectrum Disorder
- Physical and Sensory Needs & Impairment
- Downs Syndrome,
- Learning Difficulties
- Emotional, Social and Mental Health needs
- Speech, Language and Communication Difficulties

At Exmouth Community College we believe that all teachers are teachers of children with SEND and we are totally committed to providing quality first teaching for all students.

The college's SEND policy can be accessed via the Home Page Information tab; Key Information; Public Policies.

Management of The Learning Support Team is comprised of:

- Ms Sharon Walker: SENCO; Assistant Principal; member of Senior Leadership Team (SLT). Ms Walker received the National Award for SEN Coordination in May 2011. Email: Sharon.Walker@exmouthcollege.devon.sch.uk; Tel: 01395 255632
- Mrs Patricia Donohue; Assistant SENCO. (Certificate of Higher Education (Cert HE) in SEN from Plymouth University). Email: Trish.Donohue@exmouthcollege.devon.sch.uk; Tel: 01395 255745

For general enquiries, contact the office administrator and Senior Teaching Assistant, Mrs Janice Sherwood (Certificate of Higher Education (Cert HE) in SEN from Plymouth University) on 01395 255739; Janice.Sherwood@exmouthcollege.devon.sch.uk

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Identification of SEND is part of the overall approach to monitoring the progress and development of all students.

Students who may require support can be identified from a variety of sources of information, including primary school information, National Foundation for Education Research (NFER) Cognitive Abilities Testing (CAT), subject teacher, parental concern and Progress Indicators. A lack of competence in English when it is not the student's first language must not be equated with SEND, but it could still be regarded as a learning difficulty in some cases.

A student identified as having Special Needs will be fully integrated into mainstream teaching groups where teaching will be appropriate to their needs, allowing them to realise their potential. Some students may be withdrawn for individual teaching where this is necessary to meet their individual needs. Information regarding student needs is kept on Student Information Management System (SIMS).

All students who have a statement of SEN have an EHCP. These are working documents available to all staff as necessary. The Plan outlines the nature of the learning difficulty. It involves short term targets, teaching strategies and details of provision and resources. The targets must be achievable and relevant to the student (Specific, Measurable, Achievable, Realistic, Time - SMART). Targets are discussed at the Annual Review. Monitoring of targets is carried out by the TA working with the student.

Core or Additional	SEND Support 2014-2015
Core	Advanced Access Course
Core	Explorer Lessons (Yr 7)
Core	KS2 - 3 Transition
Core	Parent MyMaths training
Core	Numeracy Booster Triangle
Core	MyMaths Booster
Core	Reading Assessment
Core	Spelling Assessment
Core	Discalculia testing (1hr)
Core	Maths Diagnostic Tetsing
Core	QCA Maths
Core	Typing + handwriting speed assessment
Core	LASS Test
Core	Ed Pscyh
Core	Exam Access Assessment
Core	1:1 Mentoring
Core	PSP
Core	Counsellor
Core	Homework club
Core	Handwriting club
Core	Education Welfare Officer
Core	SENCo Time
Core	Assistant SENCo
Core	Inclusion running costs
Core	Rental of REACH building
Core	Read Write Gold
Additional	Small group English
Additional	Small group Maths
Additional	Discovery Stream
Additional	Work Based Curriculum
Additional	Routes into Employment
Additional	Transition Plus
Additional	Soundswrite
Additional	1:1 Boost
Additional	Small Group Boost
Additional	1:1 Catch Up Literacy
Additional	Early morning reading
Additional	Handwriting Support/Booklet
Additional	Specialist Literacy sessions
Additional	Puzzle Day /Workshops
Additional	Multiplicative Reasoning
Additional	Catch Up Numeracy
Additional	TA (not already allocated)
Additional	REACH staffing
Additional	WBC Coordinator time
Additional	DISC Staffing
Additional	Babcock Staff (SLA)
Additional	MTA/Break supervisor
Additional	Lead TA
Additional	Physio
Additional	Speech and Lang therapy
Additional	Laptop / e notebook
Additional	Coloured overlay

The impact of provision for students receiving additional support, including those with an EHCP is monitored weekly through meetings of the Teaching Assistant Teams and the Learning Support Management Team which includes Mr Graham Allen, Deputy Principal and Line Manager for Ms S Walker.

- all students are screened in Reading and Spelling in Year 7
- all students take a Cognitive Abilities Test (CAT) Referrals are made throughout the year via staff, parents and student self referral
- a planning day is held each year (in October) with the Educational Psychologists All Heads of Year (HOY) and Key Stage Assistant Principals have a timetabled meeting to review the progress of statemented students and put forward the names of any others who are giving cause for concern
- students who are selected for intervention programmes are screened in Reading and Spelling before and after the programme. Impact is monitored
- student progress is discussed at weekly Teaching Assistant (TA) meetings.
- students are assessed for Exam Access Arrangements, beginning in Year 9
- the Assistant SENCo liaises regularly with HOY and Key Stage Assistant Principals
- Progress data is analysed following the reporting cycle.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

See Reporting Schedule on page 4.

Any concerns contact either the Learning Support Team or the appropriate Head of Year. Heads of Year meet the Assistant SENCo on a weekly basis.

How will the curriculum be matched to my child's/young person's needs?

At Exmouth Community College (ECC) we have an inclusive curriculum which is broad and balanced. We believe that teaching students with SEN is a whole College responsibility and that all teachers are teachers of children with Special Educational Needs. We see that the first step in meeting the need of all students is in high quality teaching.

Our **core** expectations are that teachers:

- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- are accountable for students' attainment, progress and outcomes
- are aware of students' capabilities and their prior knowledge and plan teaching to build on these
- adapt teaching to respond to the strengths and needs of all students
- know when and how to differentiate appropriately
- have a secure understanding of how a range of factors can inhibit students' ability to learn and how best to overcome these
- demonstrate awareness of the physical, social and intellectual development of children and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them

Reports -Int. Exams - Parents' Evenings	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Progress Teacher Deadline	26 November	26 November	26 November	26 November	10 November	19 November	19 November
Autumn Progress Reports Home	05 December	05 December	05 December	05 December	28 November	28 November	28 November
Spring Progress Teacher Deadline	04 March	04 March	04 March	04 March	04 March	27 February	21 January
Spring Progress Reports Home	13 March	13 March	13 March	13 March	13 March	20 March	11 February
Summer Progress Teacher Deadline	24 June	01 July	01 July	01 July	N/A	N/A	N/A
Summer Progress Reports Home	10 July	10 July	10 July	10 July	N/A	N/A	N/A
Full Reports Teacher Deadline	24 June	01 May	08 December	14 January	10 November	27 February	21 January
Full Reports Home	10 July	20 May	09 January	30 January	28 November	20 March	11 February
Parents' Evening	10 December	03 June	14 January	22 April	25 February	03 December	18 March
Internal Exams / Mocks	1 - 3 July	6 - 8 July	15 - 17 Apr	Science 5 Feb If early Entry Maths 16 Mar Any other sub's 25 - 30 June	5 - 13 Feb	5 - 9 Jan	5 - 9 Jan
CATs	8 - 10 Sep						

We aim to:

- meet the needs of all students with SEND
- take into account the views of the students with SEND
- ensure that parents are consulted and involved
- give students with SEND full access to a broad, balanced and relevant education
- ensure that culture, practice, management and deployment of resources are appropriate to students' needs
- monitor and review provision and progress on a regular basis
- work together with professionals to exploit best practice

How is the decision made about the type and how much support my child will receive?

The individual needs of the child are met through discussion with the Learning Support Team, parents and outside agencies. This is based on data, feedback from teachers and teaching assistants. In the first half term of Year 7 students follow a specially designed sequence of lessons which helps us diagnose any needs.

How will my child be included in activities outside the school classroom including school trips?

The programme of extra-curricular activities is fully inclusive and reasonable adjustments are made whenever possible to meet needs.

What support will there be for my child's overall well being?

The **Principal** will ensure that a College culture and ethos is established, maintained and developed which:

- celebrates diversity/equality and achievement
- promotes high expectations, positive attitudes towards disabled people and those of different ethnic groups/religions
- listens to and involves pupils, parents, carers and staff
- communicates behaviour expectations
- ensures that it welcomes applications for College places and jobs from all sections
- ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on.

What training have the staff supporting SEND had or what training are they having?

TA's working at the college have a vast range of qualifications, skills and experience; all meet our minimum entry requirement. Training is given within the role and this includes Induction, Safeguarding, Amanuensis. Further training can be given for specific specialisms in SEN, including ASD, APD, VI, HI, supporting and/ or delivering Literacy & Numeracy interventions, supporting students with medical/physical needs and many more.

How accessible is the school both indoors and outdoors?

All disabled students / staff who are joining the College or moving between Key Stages undergo a thorough series of meetings with appropriate members of staff to assess any accessibility issues. Parents/carers are fully involved in the process.

Key members of staff will include:

- The Head of Key Stage or Deputy Principal
- The Head of Year
- The SENCo
- The Premises Manager
- Personnel Officer (for Staff)

Improvements to the site are made either in response to the needs of individuals or as a result of a regular review process.

Exmouth Community College is an inclusive college. All students have daily contact with their tutor and a weekly PSHE lesson, where they are encouraged to express ideas and voice opinions.

In addition young people with SEN are consulted through:

- Annual Reviews
- Questionnaires
- One to one meeting when and if appropriate

Responsibility of Governors

Our governing board ensures that:

- they are fully involved in developing and monitoring the College's SEN policy
- all governors, especially any SEN governors, are up-to-date and knowledgeable about the College's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the College development plan
- the quality of SEN provision is continually monitored

Complaints Procedure

If any parent / carer is unhappy with provision made for their child they should initially contact the Learning Support Department.

If the issue cannot be resolved to their satisfaction, they should then follow the College's Complaints Procedure available on the College Web Site.

The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of 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.

The local authority (Devon County Council) will publish a 'Local Offer' to explain what provision is available locally to children and young people who have special educational needs. Details of the local offer can be found on the link to the website below <https://new.devon.gov.uk/send/>

Devon Parent Partnership has been renamed and is now called Devon Information Advice and Support for SEND. They can be contacted at: www.devonias.org.uk

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

The College has a very effective transition programme for all students.

- the Learning Support Department liaises with the feeder primary schools and parents to gather information prior to transfer
- where appropriate, additional visits, meetings etc. are put in place to effect an 'early transition'
- the Special Educational Needs Co-ordinator (SENCo) or Assistant SENCo attend Year 5 and 6 Annual Reviews
- SIMs data is transferred, together with documentation, when students begin at ECC
- a representative from Careers South West attends transitional reviews