

SEND Information Report 2018-2019

New Government Legislation requires the College to publish a new report called the SEN Information Report (clause 65 of the new SEN Act).

Uppingham Community College is a rural mainstream secondary college with approximately 900 students on roll. Within the school population we have the provision to meet the needs of students with moderate learning difficulties and physical and sensory difficulties.

As at **January 2019** the College Special Needs List was as follows:

SEN Code	Number of pupils
Education, Health Care Plan (code E)	17
SEN support (code K)	92
Total number of pupils with SEN (codes E,S and K)	106
Total number of students on roll	914

What types of SEN do we provide for?

Code	Description	Primary Need	Secondary Need
SPLD	Specific Learning Difficulty	48	4
MLD	Moderate Learning Difficulty	11	4
SEMH	Social, emotional and mental health	20	6
SLCN	Speech, Language and Communication Needs	6	2
HI	Hearing Impairment	2	
VI	Visual Impairment	1	1
PD	Physical Difficulty	2	0
ASD	Autism Spectrum	6	2

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<p>How do we identify and assess pupils with SEN?</p>	<p>The College has a clear referral process approach embedded for identifying and responding to concerns relating to SEND, health and social and emotional behavioural difficulties. Referrals and concerns can be made to the SENCO by parents, primary schools, external professionals and school staff. Following the receipt of a referral the SENCO will assess the needs of the student and liaise with the appropriate departments. If the support required is curriculum based the SENCO will liaise with department leaders and where appropriate, their teams. For wider needs, such as well-being, the SENCO will liaise with the Well-being Hub staff and Progress Leaders, raising the profile of the student. This will then be discussed further at fortnightly meetings. Following the meetings, appropriate support is implemented and reviewed regularly.</p> <p>The SEND team will liaise with department leaders and teachers to make regular assessments of the progress and attainment of students, identifying and referring areas of concern such as:</p> <ul style="list-style-type: none"> • slower progress than that of their peers when starting from the same point • failure to match or better the student’s previous rate of progress • failure to close the gap between themselves and their peers • widening of the attainment gap despite appropriate teaching 												
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p><i>The College SENCO is Mrs Bianca McGregor</i> <i>Contact can be made via the normal school telephone number: 01572 823631</i> <i>or via e-mail: senco@ucc.rutland.sch.uk</i></p>												
<p>What is our approach to teaching pupils with SEN?</p>	<p>The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress having received intervention/adjustments and good first wave quality teaching. Our teachers recognise that they are responsible and accountable for the progress and development of all pupils in their class, including students who receive additional support from teaching assistants or specialist teachers. All staff strive to deliver ‘first wave quality teaching’ that is differentiated for students with SEND and enables them to make progress within the classroom. Where there is evidence that a student is not making progress, a referral</p>												

	<p>to the SENCo is completed. Ideally, students receive support and interventions within the classroom as the College recognises that students make the best progress when they are taught by a subject teacher within the classroom environment.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p><i>All teachers within the College are teachers of children with special educational needs. As such, Uppingham Community College adopts a 'whole school approach' to special educational needs which involves all staff delivering 'first wave quality teaching'. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.</i></p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Careful consideration is given when allocating students to Tutor groups in Year 7 and for all mid-year admissions. Each Tutor group encompasses students of all abilities and aptitudes. Flexible and strategic seating plans allow teachers to engage students across the academic spectrum to integrate and support each other's learning. Teachers consider where to place students when they are working in pairs and small groups to ensure that all students can participate and engage comfortably. Teachers and flexibly deployed adults support and facilitate interactions between students, checking their understanding, defining group roles and, when necessary, scaffolding and modelling answers.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>The school actively seek the involvement of parents in the education of their children. It is recognised that the support and encouragement of parents is particularly important for students with special education needs and is often the crucial factor in achieving success. Parents/carers will always be kept informed about the additional needs experienced by their children in accordance with the recommendations outlined in the Code of Practice.</p> <p>Communication between parents/carers and the school is consistently maintained. Parents are fully consulted before referrals are made to local authority support agencies and external agencies and are invited to attend formal review meetings at all stages.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>The College works to ensure that students are fully aware of their individual needs and the targets from individual target areas. Students are involved as much as possible in making decisions regarding their educational targets.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Progress of students is monitored through the Assess, Plan, Do, Review model. This is used to determine whether the student is making progress and whether there may be any underlying difficulties. Where there is no progress despite appropriate intervention, the student will be placed on the college SEND list and appropriate interventions will continue. Individual Student Targets are created by the SEND and Well-being Team and are reviewed regularly. Every 6 weeks a 'health check' takes place to</p>

	<p>ensure that progress is being made towards the targets and a full review and evaluation takes place every 12 weeks. Following the 12 week review, new targets are set. All relevant details are shared with staff and parents.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>During Key Stage 2 transition, all feeder schools share test results for their Year 6 students. This information, along with College and parental information, is used to identify initial support strategies and interventions. Additional transfer arrangements are organised for students who may have difficulties with the move to the secondary phase of education. Parents/carers are also invited into College to meet with SENCO, and other key members of staff prior to transfer.</p> <p>The Progress Leaders are responsible for transitional activity across key stage phases and within College. They are supported by the SENCo, Personal Development Coaches and relevant support staff. As with Year 6, transitional support is organised according to the needs to the individual student.</p> <p>During Key Stage 4, all students follow a transitional programme which supports them in considering and accessing KS5. Additional support and liaison is completed for vulnerable students and students with SEND. There is close liaison between the College, parents and the LA to ensure that there are positive outcomes for all students.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>Our robust Pastoral Programme supports all students in looking at options, Careers and post-16 transition while encompassing all other aspects of social and emotional development.</p> <p>In addition, Year 9 and Year 11 Transitional Reviews are completed for students with an Educational Health Care Plan. The College also liaises with the Local Authority to support parents in accessing external services that may be needed Post 16. This is vital to support the successful transition of students and to identify any key areas of concern and to seek efficient resolutions.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>The College is supported by an LA appointed designated School Nurse and has strong links to the Children’s Community Liaison Nurse. Each week the School Nurse should complete a school drop in service where students can access confidential advice relating to health and well-being concerns.</p> <p>Where staff are concerned about a students learning or progress, they utilise the College support systems and raise referrals to relevant staff. Concerns are discussed by an experienced team, which includes the SENCO, Designated Teacher for Looked after Children and the Designated Safeguarding Lead (DSL). Referrals may then be made to appropriate members of the Student Well-Being Team. Well-being needs are discussed fortnightly and cases are reviewed before next steps are decided and actioned.</p>

	<p>Reasonable adjustments are made to classroom environments and provisions to ensure that all students, including those with long term health care needs or temporary injuries, can access the wider curriculum, including external school activities and extra-curricular activities.</p> <p>SEND students are offered access to the Rutland Youth Offer and have the opportunity to attend tailored workshops. SEND students in Year 10 and 11 are invited to attend the SEND Aspiration workshop which explores student aspirations, Post-16 options, well-being and social and emotional development. Some, SEND students also have the opportunity to attend the managing feelings workshop and staying safe online workshop.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>All staff are made aware of how they can support individuals within the classroom through the sharing of Individual Pupil Profiles. Staff also have the opportunity to attend specific SEND training which is made available throughout the academic year. Teaching Assistants have a range of specific qualifications and experience in supporting students with Autism, speech and language difficulties and specific learning difficulties. In addition the Inclusion Team are trained to support students with emotional literacy, social and mental health difficulties and other specific health needs.</p> <p>Staff also receive regular updates from the SEND team in relation to the changing needs of their students. Where the student's needs are complex, opportunities for specific training is organised. The College has a number of specialist trained staff within the College who are able to cascade information and support staff where a need is identified.</p>
<p>How will we secure specialist expertise?</p>	<p>In addition to the specialist staffing available within the College, we can access support and guidance from the following:</p> <ul style="list-style-type: none"> Autism Outreach Team Social Inclusion Development Officers Attendance Support Educational Psychology Team Services for the Visually Impaired and Hearing Impaired SEND Local Authority Teams Independent IAG (Careers Advisor) CAMHS MASH Social Services Early Help Assessment Looked After Child Team (Virtual Schools) Speech and Language Therapists Aiming High

	<p>Seeds of Change RIAS Parent Partnerships DIANA Team – Epilepsy Youth Options Service Transitional Operations Group (TOG)</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>College staff liaise with external professionals, medical teams and Local Authorities to ensure that any required specialist equipment is in place to support the educational needs of its students.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The SENCO will consider referrals along with all progress and attainment data and standardised assessments, comparing them to the national data and expectations of progress before making decisions about appropriate interventions. Where further assessments are necessary there will be close liaison between the College and parents/carers. The views of the student will also be carefully considered.</p> <p>Where there are on-going concerns about progress, external support may be considered, with full consent of the parents/carers. The SENCO will complete the referrals to the relevant professionals such as specialist teachers, Speech and Language Therapists, Educational Psychologist and Occupational Therapists.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The progress of SEND students is monitored and evaluated in line with the teaching and learning policy.</p> <p>In addition, students who receive specialist teaching intervention are formally assessed three times a year to look at the progress they have made using standardised assessments. One Page Profile/Individual Pupil Profiles and outcome driven targets are updated following assessments with amendments to provision taking place as dictated by student results and progress towards targets. This follows the ‘Assess, Plan, Do, Review’ model. Targets, desired outcomes and One Page Profiles/Individual Pupil Profiles are shared with staff, students and parents who are encouraged to actively participate in the process.</p>

How do we handle complaints from parents of children with SEN about provision made at the school?	<p>Should parents/carers be unhappy with any aspect of their child's care at Uppingham Community College, they must discuss their concerns with the College. If this does not resolve the problem, or allay the concern, the problem should be brought to the attention of the Principal. In the unlikely event of this not resolving the issue, parents/carers can make a formal complaint using the schools complaints policy which can be found on the College website.</p>
Who can young people and parents contact if they have concerns?	<p>Parents can contact their child's tutor, Personal Development Coach or Progress Leader if they have concerns. When needed, the member of staff will forward the concerns to the SENCO who will explore the nature of the concern.</p>
What support services are available to parents?	<p>Parents may find the following documents and other related policies helpful.</p> <p>Rutland County Council www.rutland.gov.uk/education_and_learning.aspx</p> <p>Northants County Council http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/Pages/default.aspx</p> <p>Leicestershire County Council http://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies</p> <ul style="list-style-type: none">• The Admissions Policy and arrangements are on the college website and enquiries should be made to admissions@ucc.rutland.sch.uk
Where can the LA's local offer be found? How have we contributed to	<p>Details about the LA local Offer can be found by accessing the link below:</p> <ul style="list-style-type: none">• The Rutland Local Authority Local offer http://ris.rutland.gov.uk/kb5/rutland/directory/localoffer.page?localofferchannel=0 <p>The College's local offer can be found by accessing the following link:</p>

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- Uppingham Community College's Local Offer
<https://www.uppinghamcollege.org.uk/site/data/files/policies/2019/46E1C635811B42F9CBC3C11CF3FBB067.pdf>
- Rutland Guidelines on Administering Medications
<http://www.rutland.gov.uk/pdf/Guidelines%20on%20Administration%20of%20Medicines%20&%20Information%20Apr%2013c.pdf>

REVIEWING THE POLICY

The SEND Information Report will be reviewed by: December 2019

Report Created by: Bianca McGregor