

## Individual Setting / School / College information

<b>SETTING NAME:</b>	<b>Uppingham Community College</b>
<b>SETTING TYPE:</b>	<i>Include details of:</i> <ul style="list-style-type: none"> <li>• 11- 16 years</li> <li>• Mainstream</li> </ul>

### From the parent carer's point of view:

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

- *Our transition team liaise closely with parents and feeder primary schools in the Summer Term to identify students who may need additional support.*
- *On entry all Year 7 students complete baseline literacy and numeracy assessments to identify who needs additional support or targeted interventions*
- *Staff follow a clear referral system where concerns are raised regarding individual progress. 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.*
- *If a parent/carers has concerns about their child having special educational needs they should contact the SENCo.*

#### 2. How will College staff support my child/ young person?

- *The SENCo oversees the educational needs and progress of student, with additional support from a Specialist Teacher and the Well-being Team. Teaching Assistants are deployed flexibly to support targeted students within the classroom environment and sometimes in small groups.*

#### Who will oversee and plan the education programme and who will be working with my child/young person and how often?

- *The SENCo/Personal Development Coach will outline any plans to the parent/carers.*
- *The views of parents/carers/students are sought throughout the year. Progress across the holistic curriculum and specific Literacy/Numeracy progress of students with SEND is monitored through the Data Capture process and standardised assessments three times per year.*

#### How are college governors or trustees involved and what are their responsibilities? How does the College know how effective its arrangements its provision for children and young people with special educational needs are?

- *The SEND link Governor meets with the SENCO throughout the year and provides reports to the Governing Body about the visit. Progress of SEND students is discussed following the publication of examination results and feature in the progress updates at Education Committee meetings.*

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

##### What are the College's approaches to differentiation?

- *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. Occasionally, students work outside of the classroom with*

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*appropriate support to enable them to make progress. Individual Pupil Profiles inform teachers of students' literacy abilities as well as strategies and techniques that can be used within the classroom to maximise progress.*

### How will that help my child/young person?

- *Students are provided with appropriate materials, learning resources and technology to ensure that they can fully access a broad and balanced curriculum, make progress and that barriers to learning are removed.*

### 4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

**In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?**

- *Parents have the opportunity to liaise with key staff as the need arises. Statutory Assessments/EHCP plans are reviewed at least annually. Individual student targets are reviewed and evaluated regularly and progress is shared with parents.*

### How does the College know how well my child/young person is doing?

- *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 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.*

### How will I know what progress my child/young person should be making?

- *Students follow a 'flight path' of the minimum and optimum progress levels that they should make. This forecast is based on their progress at Key Stage 2.*

### What opportunities will there be for regular contact about things that have happened at the College?

- *All parents have access to our 'Parent Gateway' which details events that occur during the school day. Parents are welcome to contact relevant staff if they have concerns about their child or require further information. Where necessary, additional contact and communication systems can be organised to share key information as regularly as required.*

### How will you explain to me how his or her learning is planned and how I can help support this outside of the College?

- *Parents can access our on-line gateway called 'Show my Homework' to support their children with homework.*
- *Students who are receiving additional literacy and numeracy support will have Individual Student Targets sent home to enable parents to support their child. Targeted students may also access web based programmes to support literacy needs at home. Where this intervention is in place, letters are sent to parents outlining the details of the programme(s).*
- *Parents are invited to attend a GCSE Supporting Evening*

### How and when will I be involved in planning my child's/young person's education?

*In Year 9, parents are involved in supporting students in selecting appropriate GCSE/vocational courses to study in Key Stage 4.*

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### Do you offer any parent training or learning events?

*All parents can attend 'Show my homework' and 'Parent Gateway' training. This is delivered as part of our transitional programme. There are regular parent sessions on assessment and exam preparation.*

### 5. What support will there be for my child's/young person's overall wellbeing?

#### **What is the pastoral, medical and social support available in the College for children with SEND?**

- *All Year groups have a strong pastoral team made up of a Progress Leader, Tutors and a dedicated Personal Development Coach, who may act as a Keyworker. Our Well-Being Team provide support for students with social and emotional difficulties. This includes internal and external mentoring and social skill groups.*
- *We have a clear and structured behaviour policy that supports the inclusion of all of our young people.*
- *There is close liaison with the external agencies who support our young people.*
- *An experienced attendance team work with the local authority to ensure students attend college regularly and consistently.*
- *Health Care plans are created for students with long term health care/medical needs.*
- *Key staff meet regularly with the School Nurse who also runs a 'Health Drop In' each week.*

#### **How does the College manage the administration of medicines and providing personal care?**

- *The College has a policy for the administration of medicines, approved by the Governing Body. Relevant staff are trained in the provision of personal care. Personal care packages can be developed through use of a Health Care Plan.*

#### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

- *The Well-being Team, work flexibly making appropriate reasonable adjustments in line with the College policy to support students with behavioural needs to reduce exclusions and re-engage students in their learning and wider areas of College life. Where necessary referrals are made to external agencies/mentors.*
- *Behaviour Support Plans and Behaviour Contracts are used positively to re-engage students and closely monitor their behaviour. Keyworkers provide sustained support and feedback to help students meet their targets.*
- *Alternative curriculums and bespoke timetables are considered when necessary.*
- *An experienced Attendance Team meet weekly with the Social Inclusion Development Officer and liaise closely with parents, carers and students where there are attendance concerns.*

#### **How will my child/young person be able to contribute his or her views?**

- *Meetings related to a child's SEND and well-being are child centred. Student views may be sought prior to the meeting, depending on the child's needs/wishes.*

#### **How will the College support my child / young person to do this?**

*Views can be submitted in writing or given orally. Use of a scribe is provided as necessary.*

### 6. What specialist services and expertise are available at or accessed by the setting / school / college?

#### **Are there specialist staff working at the College and what are their qualifications?**

*The SENCO has completed the National SENCO Award and has a Level 5 qualification for teaching students with Specific Learning Difficulties.*

*Currently the College has a full time specialist teacher who has qualifications to teach students with Specific*

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*Learning Difficulties and assess students for Specific Learning Difficulties (OCR level 5 and OCR level 7 Diploma)*

*Some Teaching Assistants have level 1 and 2 qualifications in Autism*

*Teaching Assistants with experience and training in working with students with visual and hearing impairments.*

### What other services College access including health, therapy and social care services?

- *The College works closely with the School Nurse service to provide appropriate health and social care services.*
- *The College works closely with tier 2 and tier 3 services including social care, Early Help, Social Inclusion Development Officers, Visual Impairment and Hearing Impairment Teams, Occupational Therapy and Speech and Language.*

### 7. What training are the staff supporting children and young people with SEND had or are having?

*This should include recent and future planned training and disability awareness.*

- *Bespoke training for students with visual impairments*
- *Strategies for supporting students special educational needs within the classroom*
- *Speech, language and Communication*
- *Dyslexia training*
- *Access Arrangement Training*
- *First Aid Training*
- *Level 3 Teaching Assistant qualification*

### 8. How will my child/young person be included in activities outside the classroom including school trips?

- *The College makes all appropriate reasonable adjustments to ensure that students can access all activities and trips. When necessary individual risk assessments are completed to explore how risks can be minimised to ensure that students can attend trips.*

#### Will he or she be able to access all of the activities of the College and how will you assist him or her to do so?

- *The College makes all appropriate reasonable adjustments to ensure that students can access all activities and trips. Students are supported by flexibly deployed Teaching Assistants, appropriately differentiated materials, use of specialist technology as appropriate, specialist equipment and support from keyworkers or medically trained staff.*

#### How do you involve parent carers in planning activities and trips?

*Where there are concerns regarding activities or trips there is close liaison with parents/carers. Reasonable adjustments are made to ensure that Health and Safety risks are minimised. Parents may be invited to accompany their child on the activity if this is deemed appropriate.*

### 9. How accessible is the College environment?

**Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment?**

- *All new areas within the college are fully accessible to wheelchairs users. A lift is available in the three story*

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*block, but access to all areas of the college would be problematic.*

### Are there disabled changing and toilet facilities?

- Yes

### How does the College communicate with parent/carers whose first language is not English?

- Where necessary, appropriate specialist language assistance will be provided.

### How will equipment and facilities to support children and young people with special educational needs be secured?

- Specialist equipment is resourced according to need.

## 10. How will the College prepare and support my child/ young person to join the College, transfer to a new setting / school / college or the next stage of education and life?

### What preparation will there be for both the College and my child/young person before he or she joins the College.

- 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.
- There is close liaison between the College and feeder schools to share and collate relevant information. In addition, the SENCO will meet with relevant teachers and the primary school SENCO. Where necessary additional transitional visits take place for vulnerable students or those with SEND.
- 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.

### How will he or she be prepared to move onto the next stage?

- Students are prepared for transition through Careers advice, small group workshops, supported transition visits as necessary, close liaison with the new college and meeting with Youth Option workers. Support is also available to help students in completing college application forms.

### What information will be provided to his or her new setting / school / college?

- All relevant details will be shared with the new school, including the qualifications for access arrangements in accordance with the College's data protection policy.

## 11. How are the College's resources allocated and matched to children's/young people's special educational needs?

### How is the College's special educational needs budget allocated?

- The Finance Committee oversee the allocation of resources and the budget is allocated according to need

## 12. How is the decision made about what type and how much support my child/young person will receive?

### Describe the decision making process.

- When a SEND need is identified further assessments will be completed. The appropriate intervention will be put into place by the SENCO and monitored and reviewed. Where additional concerns remain or there is no progress further intervention will be discussed, either at the Inclusion Meeting if the need could be met in

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*College or through consultation with external agencies.*

### **Who will make the decision and on what basis?**

- *The SENCO will make decisions with key members of the team based on data, progress, observations, work samples and through discussion with the young person and the parent/carer.*

### **Who else will be involved?**

- *Parents/carers, The Well-being Team, Progress Leaders, teachers*

### **How does the College judge whether the support has had an impact?**

- *Progress is measured through the analysis of data and the analysis of soft outcomes such as attitude to learning, attendance, engagement, improvement in achievement points, reduction in behaviour points.*

### **13. How are parents involved in the College? How can I be involved?**

**Describe the College's approach to involving parents in decision making and day to day school life including for their own child or young person.**

- *Young people and parents are at the forefront of decision making processes and will be fully consulted. There are clear pathways for communications with the Tutors, Progress Leaders, Personal Development Coaches and the SENCo.*

### **14. Who can I contact for further information?**

#### **Who would be my first point of contact if I want to discuss something about my child/young person?**

*Form Tutor*

#### **Who else has a role in my child's/young person education? Who can I talk to if I am worried?**

*Progress Leader, Personal Development Coach*

#### **Who should I contact if I am considering whether child/young person should join the setting College?**

*The School Admission Officer*

*Mrs K Stuart-Jones      Tel: 01572 823631*

#### **Who is the SEND Coordinator and how can I contact them?**

*Mrs B McGregor      Tel: 01572 823631*

[senco@ucc.rutland.sch.uk](mailto:senco@ucc.rutland.sch.uk)

#### **What other support services are there who might help me and provide me with information and advice?**

*Liz Odom Social Inclusion Development Officer, Rutland County Council      Tel: 01572 758496*

*The Rutland SEND provision*

<https://www.rutland.gov.uk/my-services/schools-education-and-learning/special-education-needs/>

*SEND Information Advice Support Service: SENDIASS Rutland:*

<http://www.sendiassleicester.org.uk/sendias-rutland>

#### **Where can I find the local authority's Local Offer?**

Rutland Local Offer

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<https://www.rutland.gov.uk/my-services/schools-education-and-learning/send-local-offer/>