

SEND Information Report 2019-2020

Government Legislation requires the College to publish a report called the SEN Information Report (clause 65 of the SEN Act). The information report aims to explain how we support students with special educational needs at Uppingham Community College.

Aims of our SEND Provision	<ul style="list-style-type: none"> To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information, for all students. To ensure that all students with SEND engage in the activities of the school alongside students who do not have SEND. To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need: <ol style="list-style-type: none"> Cognition and learning Social emotional and mental health Communication and interaction Sensory /physical To request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership. To ensure a high level of staff expertise to meet student need, through well targeted continued professional development. To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to be able to meet the medical needs of students. To work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
Definition of SEND (Taken from the Special Educational Code of Practice 2015)	<p>A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>A child of compulsory school age or a young person has a learning difficulty or disability if he or she;</p> <ul style="list-style-type: none"> Has a significantly greater difficulty in learning than the majority of others of the same age, or Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
Disability	<p>Many children and young people who have SEND may have a disability under the Equality Act 2010- that is '...a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day to day activities'</p>

<p>The kinds of SEND for which provision is made for in this school</p>	<ul style="list-style-type: none"> Students with SEND have different needs, but the general presumption is that all students with SEND but without an Education Health Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents/carers, to make the provision required to meet the SEND For students with an EHCP, parents/carers have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless: <ol style="list-style-type: none"> It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. Before making the decision to name our school in a student's EHCP, the local authority will send the governing body/head teacher a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition the local authority must also seek agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that has been secured through a direct payment (personal budget). Parents of a student with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.
<p>How do we identify and assess pupils with SEN?</p>	<p>We monitor the progress and development of all students regularly: through whole school tracking of attainment outcomes: observations of the student: feedback from the student themselves: parent /carer views and in some cases concerns raised by other professionals from external agencies.</p> <p>Where a student's progress is significantly slower than expected, or where their wider development or social needs are causing particular concern: then the student's form teacher will meet with the school's SENCO. Together they will consider whether they may be special educational needs requiring extra help over a longer period of time in order for them to make better progress. If decided a meeting will be held with parents/carers to discuss next steps and the pupil will be placed on the SEND register.</p> <p>The SEND register is a schools record of which students are receiving sustained intervention above and beyond quality first teaching and differentiation.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how</p>	<p><i>The College Associate Assistant Principal is Mrs Marian Wigg</i> <i>The Deputy Inclusion Manager is Mrs Ali McFarlane</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>can she be contacted?</p>	
<p>What is our approach to teaching pupils with SEN?</p>	<p>All students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:</p> <ol style="list-style-type: none"> 1. Classroom observation by the senior leadership team, the SENDCo, external verifiers and the SEND team. 2. Ongoing assessment of progress made by pupils with SEND. 3. Work sampling and scrutiny of planning to ensure effective matching of work to student need. 4. Teacher meetings with the SEND team to provide advice and guidance on meeting the needs of students with SEND. 5. Student and parent feedback on the quality and effectiveness of the interventions provided. 6. Attendance and behaviour records. <p>Students with a disability will be provided with reasonable adjustments such as auxiliary aids and services to overcome any disadvantage experienced in school and increase the access to a taught curriculum</p>
<p>What action does school take relating to SEND Support</p>	<ol style="list-style-type: none"> 1. Assess: Data held on the student by school will be collated in order to make an accurate assessment of the student's needs. Parents/carers will be invited to this early discussion to support the identification of action to improve outcomes. 2. Plan: If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including parents/carers and student will be obtained and appropriate evidence based interventions identified, recorded and implemented by the SEN teacher with advice from the SENCo. 3. Do: SEND Support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take in to account parents/carers aspirations for their child. Parent/carers and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date set for reviewing the attainment. 4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents /carers and student. <p>If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought by external agencies regarding strategies to best meet the specific needs of a pupil. This will be undertaken once parental permission has been obtained and may include referral to:</p> <ol style="list-style-type: none"> 1. Local Authority Support Services 2. Specialists in other schools 3. Social Services

	<p>4. Health partners such as School Nurse and Child & Adolescents Mental Health Services</p> <p>5. Educational Psychology Service.</p> <p>N.B. For a very small percentage of students, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education Health Care plan (EHCP) being provided.</p>
How do we adapt the curriculum and learning environment?	<p>The subject teachers will differentiate their planning, teaching and learning environment to support student's special educational needs within everyday lessons. Additional members of staff such as Teaching Assistants (TAs) may also be available to support students in class and in interventions outside of the classroom to meet the student's immediate targeted learning needs. A range of laptops and iPads are also available to support with the recording of text based information in class.</p>
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	<p>Teaching and learning for all students, including those with special educational needs, across the College is regularly reviewed by SLT and Heads of Department through lesson observations, learning walks and department reviews. Progress is also monitored through the analysis of Data Capture results, which occurs three times a year. Progress of vulnerable groups and SEND students is also monitored through SPOT checks which are carried out regularly by department leaders. Where necessary, additional support, guidance and training is offered to staff to ensure they have a developed understanding of different strategies and techniques that can be used to support individual students.</p> <p>Anonymised and collated progress data is also shared with the governing body to ensure that students with identified SEND are making good progress and that expectations remain high.</p>
How do we consult parents of pupils with SEN and involve them in their child's education?	<p>The school will 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 referral are made to local authority support agencies and parents and their children 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>What type and how much support will my child/young person receive?</p>	<p>The SENDCo will use best endeavours to follow recommendations given in the EHCP and from outside agencies. The subject teachers alongside the SENCo will discuss a student's needs and in consultation with the parents/carers will agree what support would be appropriate. For students with an EHCP, support is reviewed annually as part of the Annual Review with school staff/parents/carers/outside agencies and the student.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>We liaise closely with all our feeder primary schools staff when receiving students from the feeder primary school. The primary school along with staff from UCC ensure all relevant paperwork is passed on and all needs are discussed and understood. 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. This extended transition allows primary pupils to acclimatize to the new surroundings and support them in gaining confidence. In addition they will also get opportunities to meet key members of staff. We monitor all students closely during their time with us and understand that some develop later than others emotionally and may need additional support during times of change/transition.</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 accessible is the school environment?</p>	<p>The school site has a number of ramps to allow some wheelchair access. There is a disabled toilet large enough to accommodate changing. The school has ramps at specified fire exits. We have a medical room in order to provide a safe place for the administering of any medicines. Ensuring the school environment and its facilities are kept as accessible as possible is kept under regular review by the leadership team and the schools governing body. This is known as the Accessibility Plan which can be found on the school website.</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 student's 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>In addition to the specialist staffing available within the College, we can access support and guidance from the following:</p>

	<p>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 Seeds of Change RIAS DIANA Team – Epilepsy Youth Options Service</p>
<p>How are the school's resources allocated and matched to student's special educational needs?</p>	<p>The school receives funding to respond to the needs of pupils with SEND from a number of sources that include:</p> <ol style="list-style-type: none"> 1. A proportion of the funds allocated per pupil to the school to provide for their education called Age Weighted Pupil Unit. 2. The Notional SEN Budget. This is a fund devolved to schools to support them to meet the additional needs of pupils with SEND. 3. For those pupils with the most complex needs, the school may be allocated additional education needs funding from the Local Authority: High Needs SEND Funding Allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include: <ul style="list-style-type: none"> • Targeted differentiation to increase access to text. • In class adult support aimed at increasing skills in specific areas of weakness. • Provision of specialist resources. • Access to support from in-school sources e.g. PDCs, Mrs McFarlane-SEMH, Mrs Baldwin- Specialist teaching • Implementation of strategies from support agencies.

<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>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<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>

<p>Who can young people and parents contact if they have concerns?</p>	<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>
<p>What support services are available to parents?</p>	<p>Parents may find the following documents and other related policies helpful.</p> <p>Rutland County Council</p> <p>www.rutland.gov.uk/education_and_learning.aspx</p> <p>Northants County Council</p> <p>http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/Pages/default.aspx</p> <p>Leicestershire County Council</p> <p>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
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<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> <ul style="list-style-type: none"> Uppingham Community College's Local Offer http://www.uppinghamcollege.org.uk/files/Policies/D0FAC831F8742C1ED427130719F5368D.pdf Rutland Guidelines on Administering Medications http://www.rutland.gov.uk/pdf/Guidelines%20on%20Administration%20of%20Medicines%20&%20Information%20Apr%2013c.pdf

Reviewed September 2019

REVIEWING THE POLICY

The SEND Information Report will be reviewed by: September 2020

Report Created by: Mrs. Marian Wiggin