



Minsthorpe Community College

SEN Information Report – 2018/19

Associate Assistant Principal - Additional Needs: Matt Orr

Vision

Minsthorpe Community College is an inclusive school with a strong belief that all students' needs should be met as fully as possible irrespective of gender, race or disability. At Minsthorpe Community College Specialist Support is part of the continuum of Support for Achievement which begins in Year 5 and extends to Year 13. The SEND Code of Practice (2015) advocates a graduated response to meeting students' needs. The Associate Assistant Principal – Additional Needs (the schools nominated SENCO) and staff will review the approaches adopted. **It is important to stress that the student and parents will be at the centre of this procedure having full involvement at each and every stage.**

Ofsted 2018 inspection reported that that 'Staff are trained to a high standard and governors now have a much keener awareness of the work being done to improve the outcomes of these pupils. There is now more effective targeted support for pupils who have SEN and/or disabilities in classrooms, and where this is the case, pupils make much stronger progress.'

Improving outcomes for students with Special Educational Needs and/or disabilities (SEND) has been a College Strategic Priority (CSP) (2015-18) and will be strengthened further in the new CSP (2018-21) when finalised.

Ofsted 2018 reported that "Safeguarding is effective" and there are strong links in college between students with SEND and safeguarding due to the vulnerability of this group of learners.

Support for Achievement

The continuum covers three tiers of support:

1. Universal Support
2. Targeted Support
3. Specialist Support

Universal Support includes the entitlement of all students to support, advice and guidance to maximise their achievement and aspirations.

Targeted Support includes the strands of support for identified students who require specific intervention at specific times during their learning journey.

Specialist Support includes the strands of support for the students with the highest level of need, in terms of learning and/or social and emotional needs as well as students with Special Educational Needs and Disabilities (SEND).

The overriding aim of the Support for Achievement Strategy is to raise the academic achievement and aspirations of all students, by ensuring individuals receive support, information and guidance, which is well timed and at an appropriate level and type to meet their needs. At every stage of the above graduated approach, the college will ensure delivery of the provision and hold regular reviews of the appropriateness of that provision.

What is a special educational need?

A child or young person has SEN if they have learning difficulty or learning disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- (a) Have a significantly greater need in learning than the majority of others of the same age: or
- (b) 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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

(Special educational needs and disability code of practice: 0 to 25 years, January 2015)

What is a disability?

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

(Special educational needs and disability code of practice: 0 – 25 years, January 2015)

What are the areas of SEND for which Minsthorpe Community College make provision for currently.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and / or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with a visual impairment (VI) or a hearing impairment (HI) require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the facilities available to their peers.

At Minsthorpe Community College we are led by the presenting needs of a student rather than any diagnosed condition although this will help when considering what may be impacting on the student or how and what support may be put in place.

Teaching, Support and Intervention at Minsthorpe Community College

Access to learning support staff

In core subjects
In practical subjects
For group work
Nurture Group
Targeted Pathways Curriculum
Home Learning club

Strategies to support/develop literacy

Focused lessons on spelling, comprehension and writing
Focused reading intervention
Small group intervention programmes
Accelerated Reader assessment and supporting strategies and interventions

Strategies/support to develop independent learning

Mentoring by key staff
Small group programmes working on key and soft skills
Home Learning Club
Planners for all year groups
Visual timetables for individual students
Travel training

Strategies to support the development of students' social skills and enhance self-esteem

Small group programmes
After school clubs
Support for Achievement (SFA) mentoring attached to each year group Supported
social times
Social Skills groups
Lego Therapy

Mentoring activities

Nurture groups in Year 7 and 8
Pastoral support mentoring
College support staff, Progress and Achievement tutors
Specialist Support interventions
P&A Curriculum
Support for Achievement mentoring

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

Transition support, visits and events
Reduced modified timetable
Regular contact and liaison with parents as necessary
Specialist Support pass system
Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports
Specific targeted interventions
Personalised timetables
Attendance provision

Support/supervision at unstructured times of the day including personal care

Snack breaks - safe haven
Trained staff supervising during break periods
Quiet room – safe haven

Planning, assessment, evaluation and next steps

Bench mark testing in Year 7 – updated yearly
Student profiles
Minsthorpe Access Point (MAP) – transition and careers (including Connexions service)
Inclusion meetings
Access arrangements
After college curriculum interventions
Curriculum supports and interventions
Access arrangements

Personal and medical care

Associate Staff (Medical) available for students throughout the day
Health Care Plans for students with medical needs
Access to School Nurse
Risk assessments
Locker system for students requiring replacement clothing and/or private changing facilities

Increased accessibility and getting about

Advice of professionals disseminated and followed
Use of any recommended equipment
Escort where necessary

Access to modified equipment and ITC

Specialist equipment as required on an individual basis to access the curriculum

In partnership with external agencies

The college works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

Agencies & Types of Support Offered	
The services the college work with is on a referral basis	
Educational Psychology Service Our attached Educational Psychologist is Rachael Cooper Supporting all students with SEND and particularly those with more complex needs.	Communication and Interaction Access Team (CIAT) Our attached CIAT Advisory Teacher is Angie Keegan Supporting students with social communication difficulties.
Learning Support Service (LSS) Our attached LSS Advisory Teachers are Paul Rhodes & Olivia Jones Supporting students with cognitive and specific learning difficulties.	Speech and Language Therapist (SALT) Our attached SALT is Natalie Horton Supporting students with speech, language and communication difficulties.

<p>Children's Sensory Impairment Team (CSIT) Our attached CSIT Advisory Teachers are George Kelly and Steve Jones</p> <p>Supporting students with hearing impairments</p>	<p>Ethnic Minority Assessment Team (EMAT) Our attached EMAT Advisory Teacher is Janice Upton</p> <p>Supporting students with English as an Additional Language (EAL)</p>
<p>Primary Practitioner (PP) Children and Adolescents Mental Health Services (CAMHS)</p> <p>Our attached PP is Gemma Fisher</p> <p>Supporting students with mental health difficulties</p>	<p>Kooth Counsellor</p> <p>Our attached Kooth counsellor is Clare Parkin</p>
<p>Special Educational Needs and Disability Independent Advice and Support Service (SENDIASS)</p> <p>Our attached SENDIASS Advisor is Val Railton</p> <p>Supporting parent/carers in ensuring that their child's special educational needs and disabilities are met</p>	<p>Social Emotional Mental Health (SEMH) Support Service</p> <p>Our attached SEMH Advisory Teacher is Faye Grainger</p> <p>Supporting students with social emotional difficulties</p>
<p>A range of medical services including:</p> <p>School Nurse, Community Paediatricians, Occupational Therapy, ADHD Paediatricians, ASD Pathway Assessors</p> <p>Supporting children in having their medical needs met.</p>	

Specialist Support Staff attend Year 6 EHCP reviews for students transitioning into Year 7

Link to Transition from Minsthorpe Community College to post 16 provisions:

- At Minsthorpe Community College all students are prepared for the transition to post 16 settings through a programme of assemblies and alternative curriculum day sessions.
- Our dedicated careers advisor works with parents and students to advise on suitable courses at all levels
- The careers advisor attends annual reviews in year 9 and 11 for students with Education Health Care Plans
- The Associate Assistant Principal – Additional Needs and Assistant SENCO work with the careers advisor to ensure that all information regarding the students' additional needs are passed on to the post 16 setting.
- Additional visits to post 16 settings can be arranged as required
- Mobility training can be organised as appropriate
- Outside agency advice is actively sought as required

Staffing Expertise

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Within this academic year there has been training on site covering: Pre and Post Teaching of Vocabulary, Maximising Access Arrangements Entitlement, How to Break Down Instructions and Information, Supporting Working Memory, Using Visual Supports to Aid Learning and Strategies to Motivate Learners, Meeting the Needs of Students with Speech and Language Difficulties and Meeting the Needs of Students with Social Communication Difficulties.

A staff CPD audit is being undertaken and will dictate training priorities for 2018/19.

The Associate Assistant Principal – Additional Needs is the colleges nominated SENDCO and actively engages with local and national opportunities to share best practice and keep abreast of current initiatives and policy to support students with SEND. The AAP leads SENCO network meetings for the Minsthorpe Pyramid Partnership (MPP), is a member of the Local Authority Autism Strategy Group and a member of the Steering Group for SENDIASS. He also provides school to school support in primary and secondary settings.

Parent Questions

Parent Questions	Answers
<i>How does the college know if my child needs extra help and what should I do if I think my child may have special educational needs?</i>	<p>Early identification of pupils with additional needs is a priority at Minsthorpe Community College. On entry to the college each student's abilities will be assessed. In the first term all Year 7 and as the students continue through the college we will use a range of screening and assessment tools to measure pupil progress. Minsthorpe Community College works closely with the feeder primary schools attending annual reviews of students in Year 5 and also through our transition programme in Year 6.</p>
<i>How will the college staff support my child?</i>	<p>Minsthorpe Community College will work together with students and their parents using the information from assessments to design appropriate personalised programmes for students with identified additional needs, including:</p> <ul style="list-style-type: none"> • Providing starting points for an appropriate curriculum • Identifying the need for support within the class • Assessing learning difficulties • Ensuring on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning • Involving parents in a joint home-school learning approach
<i>How will the curriculum be matched to my child's needs?</i>	<p>Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and teaching is delivered in a range of ways to support access and ensure that all students can experience success and challenge in their learning.</p> <p>Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.</p> <p>Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.</p> <p>Interventions and strategies for support are tailored to individual needs following discussions with parents, students, subject teachers, outside agencies (as required) and Specialist Support.</p>

	<p>The main methods of intervention and support are:</p> <ul style="list-style-type: none"> • Full-time education in classes, with additional help and support by the subject teacher through a differentiated curriculum • Periods of withdrawal individually or in groups to work with a support teacher • In-class support with adult assistance • Support from specialists within class or as part of a withdrawal programme • Pastoral care • Support to improve attendance • Social skills support • Support to reduce anxiety and promote emotional well-being • Strategies to support behaviour • Support to literacy skills • Support and supervision at unstructured times of the day • Nurture Group – Year 7 and 8 • GCSE Pathways in Year 9
<p><i>How will I know how my child is doing and how will you help me to support my child's learning?</i></p>	<p>The progress of students at every stage of the above graduated approach will be tracked using the college's assessment data. Progress will be shared with parents termly and will be discussed with parents at annual meetings. Students with an EHCP will also have annual reviews where progress is reported to the Local Authority.</p>
<p><i>How are the college's resources allocated and matched to children's special educational needs?</i></p>	<p>Every Year 7 student is assessed within the first half-term of starting at Minsthorpe Community College. Students have a range of diagnostic assessments to identify any support students may require. This also allows identification of students who may require access arrangements in examinations. For those with the most significant need a programme of withdrawal for intervention takes place.</p> <p>Alongside this information we also use transition information, KS2 data, outside agency reports, subject teacher assessment, pastoral information and parent/carer information to help match the needs of our students.</p>

<p><i>How is the decision made about the type and how much support my child will receive?</i></p>	<p>After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration throughout each stage.</p> <p>This additional support is documented and short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each student's strengths as well as their difficulties.</p> <p>In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.</p> <p>Formal review meetings are held as required. Parents, relevant external agencies and when appropriate, students are invited to this review. The impact of support offered is considered along with the progress towards set targets. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.</p> <p>If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding can be available for children who meet the Local Authority set criteria.</p>
<p><i>Tests and Examinations: Access Arrangements</i></p>	<p>For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The College will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.</p>
<p><i>Who can I contact for further information?</i></p>	<p>Parents are always welcome to contact individual subject teachers, Head of Year, the Assistant SENCO or the SENCO to discuss any concerns they may have.</p>

Questions from a Young Person's Point of View

Young person's Questions	Answers
<i>How does the college know if I need help?</i>	<p>Before starting at Minsthorpe Community College we will speak to your previous school and look at all the information about you in order to ensure you are supported. If needed you will visit Minsthorpe Community College as part of our transition plan so that you feel confident in September.</p> <p>Throughout your time at Minsthorpe College we will continue to track your progress, speak to your teachers, you and home. We also ask all our new students to complete a short assessment which will identify if you need any support.</p>
<i>What should I do if I think I need extra help?</i>	If you think you need extra help then you speak to your subject teacher, Head of year, teaching assistant and Specialist Support. If you do not feel comfortable in doing this then you could ask your parent / carer to contact someone at the college to discuss your concerns.
<i>How will my course work be organised to meet my individual needs?</i>	We look at all the information on you to help us meet your needs. Sometimes we will speak to outside agencies or advisors who may know you better and are able to help us to support you in school. You and your family will always be kept informed and be part of this process.
<i>How will I be involved in planning for my needs and who will explain it and help me?</i>	At Minsthorpe Community College we work together with all our students. You will be part of meetings and a teacher will explain anything you do not understand. Dependant on the support that is needed will depend on who will help you. Once again, that will be explained to you and your parent / carer
<i>Who will tell me what I can do to help myself and be more independent?</i>	At each assessment point and parents evening teaching staff will work closely with you to set targets that you are able to achieve. Any reviews that take place will also identify how you can be more independent and strategies to support this.

<p><i>What should I do if I am worried about something?</i></p>	<p>If you are worried about anything you can speak to any member of staff who will pass it on to the relevant staff member in college. If you have an ST pass you can use that and come to specialist support to speak to someone. Specialist support is also open before school, every break and lunch time.</p>
<p><i>How will I know if I am doing as well as I should?</i></p>	<p>Three times a year your teachers will access your progress and feedback through a formal report. However, if concerned about any subject you can ask your subject teacher or Head of Year.</p>
<p><i>How can I get help if I am worried about things other than my course?</i></p>	<p>If you are worried about anything other than your course you can speak to any member of staff who may pass it. There is always support in specialist support before school, breaks and lunchtimes too. If you find it difficult to come and speak in school you can always ask your parent / carer to ring the school.</p>
<p><i>Are there staff in college who have been trained to help young people who need extra help?</i></p>	<p>Our staff at the college are very skilled at adapting teaching to meet the diverse range of needs in each class and other difficulties. If needed the college will work with outside agencies to seek advice in how best to support you in and outside the classroom.</p>
<p><i>Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)</i></p>	<p>At Minsthorpe Community College we work closely with outside agencies. We regularly meet and work alongside Educational Psychologists (EPS), Learning Support Services, Communication and Interaction Access Team (CIAT), Child and Adolescent Mental Health Services (CAMHS) and any other agencies that may support you to be successful in college</p>