



## **SEND Information Report – Supplementary to Inclusion / SEND Policy**

**IMPLEMENTATION DATE:**  
June 2016

**REVIEW DATE:**  
May 2019

**Reviewed and approved by Academy Council  
2<sup>nd</sup> October 2017.**



## CLF Post 16 SEND Information Report

### 1. How does Post 16 know if students need extra help and what should I do if I think that my child may have special educational needs?

- If your child/young person has needs that have already been identified, then information and assessments will transfer when they join Post 16
- We will liaise with other professionals to gain information and understand your child's needs.
- We will ask you and your child's current school if your child has any additional needs prior to your child starting at Post 16.
- If we feel that your child has SEND then we will use a process of assess-plan-do-review to decide if they are not making the same progress as other children. From this, we may involve outside professionals for advice. You will be informed of both the teacher's assessing-plan-do-review and if we are contacting outside agencies.
- If you are concerned that your child may have unidentified special educational needs that are impacting on their progress, then your first point of contact should be their Academic Mentor, the Head of Post 16, the Post 16 SENCo and/or your GP or the school nurse, depending on the nature of your concern.

### 2. How will the Post 16 support my child and how will it communicate to all staff that my child has special educational needs or a disability and the support he or she will need?

- The role of the class teacher is fundamental to meeting the needs of all students, especially those with additional needs. They will use the details provided on the school's information management system (SIMS) and 'student passports' produced by the Student Support Leaders & SENCo to formulate appropriate lesson plans, profiles of need, seating plans and differentiated work.
- All students who are identified as having additional needs will have a 'Student Passport' which teachers and support staff can use as a summary of their needs and the best strategies to support them.
- Regular meetings and communication happens between teaching staff, pastoral staff and parents to share progress; the SENCo may also be involved in these meetings. Where further support is needed, the SENCo will contact an appropriate professional and involve parents.
- If the student has specific needs which require staff to have extra training, this will take place and specialists will be involved where necessary. [For example, if a student has a specific medical condition]

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

- Quality First Teaching includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access for all

students. In any given class, teachers will support learning at different levels and different rates.

- Where full access to the curriculum is not possible, other support may be sought in the form of training, advice, pupil conferences, interventions, and/or utilisation of Teaching Assistants and their expertise.

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

- Five times a year, you will receive a report for your child, detailing their academic progress, alongside other key indicators such as attendance data and comments from each of their teachers. There will be an Annual parents' evening for parents and carers to meet all subject teachers. The SENCo is also available at every parents' evening to speak to parents of SEND students and answer any questions related to SEND.
- If you have any concerns or would like to speak to a member of staff please talk to your child's Academic Mentor, the Student Support Administrator, the Head of Post 16 or the SENCo.
- You will be contacted when we review your child's 'Student Passport' and a copy will be sent home.

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

- Post 16 has a clear behaviour policy and expectations are clear.
- All schools have designated first aiders and a procedure for administering medications. Students also have access to counsellors and careers advisors as appropriate. We have access to the School Nursing Service and can assist any referrals to CAMHS and we contact First Point, should it be appropriate, to access a variety of other support services identified by need.
- Pupils' views are sought, listened to and acted upon wherever possible.
- There are a number of people in Post 16, accessible to all students, should they require support: A non-teaching Student Support Leader, an Academic Mentor, the Head of Post 16 and the SENCo

#### **6. What specialist services and expertise are available at or accessed by the setting and how do you all work together?**

- Throughout Post 16 we have various staff with specialist experience, knowledge and qualifications in different areas of Special Educational Needs.
- There is also access within the Federation to an experienced Educational Psychologist as well as the Local Authority Educational Psychology services for statutory work.
- The introduction of Education Health & Care Plans (to replace Statements) have brought a greater emphasis on specialist services from Health care and social services being involved and communicating a joint approach to working with and supporting young people.

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

- The SENCo, regularly liaises with other SENCos and inclusion leaders across the federation collaborate to share and embed best practice.
- Links are formed between outside agencies and school staff to ensure appropriate training for staff working with children with SEND, for example via the Educational Psychologist.
- As part of the ongoing professional development process that happens within each academy, each member of the pastoral team is encouraged to identify training needs early on in the school year and then plans are put in place to achieve that during the year. This may include visiting other schools, attending local training, inviting in specialists from charities or being a part of whole-school training.
- All teachers are trained on meeting the needs of individuals and receive the information about students' needs through the 'Student Passport', pupil conferences and staff briefings.

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

- Schools assess the risks for individual children. We operate an inclusive policy to ensure access for all children and risk assessments or manual handling plans are completed where necessary.
- We have regular educational visits as well as people coming into school to support topic areas. All children, as well as those with SEND are given the opportunity to come.
- We provide any support that is required for full inclusion as, wherever possible, we choose visits that are accessible to all.

**9. How accessible is the environment?**

- Each academy has its own accessibility plan
- Each academy has a disabled parking space from which people can enter the school. Each academy also has 3 disabled toilets.

**10. How will the academy support my child/young person to join Post 16, transfer to a new setting or for the next stage of education and life?**

- The new Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting and phase to the next.
- All students who are due to start Post 16 will benefit from a taster week in the summer term where they will experience the structure of the school day including transport between sites and have the opportunity of sampling lessons.
- The SENCo will liaise with the secondary school. If the child has SEND, then additional meetings will be arranged in advance.

- With SEND students with particularly high needs a bespoke transition package can be put in place which may include extra visits. This is looked at on a case by case basis.

#### **11. How are the Post 16's resources allocated and matched to children's young people's SEND?**

- Post 16 receives funding for all students including those with Special Educational Needs and Disabilities. The Local Authority may contribute more funding if the cost of meeting an individual child's needs is assessed through a statutory process, leading to an EHC plan.
- If the assessment of a student's needs identifies something that is significantly different from what is usually available, there will be additional funding allocated. Parents will have a say in how some of this is used. Parents of students with an EHCP are entitled to apply to the local authority for a personal budget and this must be used to fund the agreed plan.
- The focus for students who have Statements or EHC plans is that their needs are met and their objectives worked on.

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

- Quality First Teaching, involving differentiation, is the first step in responding to pupils who have or may have SEND.
- There is an ongoing cycle of assess-plan-do-review (see question 1). From this the teacher will use interventions to support the classroom teaching. This will be reviewed termly.
- If progress is still not as expected, despite a suitable period of appropriate and effective support and interventions, then specialists will be involved (see question 5 for a full list of specialist support). The impact of this advice will be monitored according to the advice given.
- If progress is still not being made, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care assessment which will be reviewed annually. This process will take a minimum of 20 weeks to implement.
- Throughout this process, parents will be involved.

#### **13. How are parents involved in the academy? How can I be involved? How will you build on your equal partnerships with parent carers?**

- We are a student and family centred Post 16, so you can be involved in the decision making about your child's support – you should arrange to talk to your child's teacher or Academic Mentor to discuss any concerns initially. We will discuss with you whether your child's understanding and behaviour are the same at school and at home and will take this into account when determining how to help your child make progress.
- We hold review meetings for children with SEND as necessary. For children with an Education, Health and Care plan, we hold a formal annual review where you are expected to attend and give your views. Teachers, Student Support Leaders and parents

are encouraged to hold as many informal meetings as are necessary to help progress your child's learning.

#### 14. Who can I contact for more information?

SENCo	Andy Watch
Student Support Leaders	Michelle Davies Ange Gallop Kate Knight Jennie Frampton Katy Dodd
BMA Boom Satsuma lead	Elliot Lamb
Supportive Parents	<a href="http://www.supportiveparents.org.uk">www.supportiveparents.org.uk</a> – 0117 989 7725 [Information, Advice and Support line]

#### 15. What do I do if I am not satisfied with a decision or what is happening?

- Your first point of contact should always be the person involved – this may be the class teacher, Student Support Leader, the SENCo, the Academic Mentor, the Head of Post 16 or the Principal.
- If you are not satisfied that your concerns have been addressed, then please ask for the contact information for their line manager.
- If you still feel the issues are unresolved, the Principal will arrange a meeting with the Chair of the Academy Council. Please contact Post 16 for this to be arranged.
- If your concern is with the local authority, then please contact the school or Supportive Parents.