

SEN Information Report 2021/2022

Exmouth Community College is a fully inclusive mainstream comprehensive school catering for students aged eleven to eighteen. The College has experience of the full range of additional needs, including:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autistic Spectrum Disorder (ASD)
- Physical and Sensory Needs & Impairments
- Downs Syndrome
- Cognition and Learning Difficulties
- Emotional, Social and Mental Health needs
- Speech, Language and Communication Difficulties

At Exmouth Community College we believe that all teachers are teachers of children with Special Educational Needs & Disabilities (SEND) and we are totally committed to providing Quality First Teaching (QFT) for all students.

The College's SEND policy can be accessed in conjunction with this report, via the College website > Home page > About Us > Statutory Information.

Management of The Learning Support Team is comprised of:

- Ms Lyn Edwardson: SENDCo - BA (Hons), PGCE, National Award for Special Educational Needs Coordination.
- Miss Sue Tigwell: Assistant SENDCo KS3/Transitions from Y6 to Y7 for SEND pupils
- Mrs Carolyn Clements: Assistant SENDCo KS4/5 (BA Hons)
- Learning Support Administrator

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How does the school know if children/young people need extra help and, what should I do if I think my child may have special educational needs?

Identification of SEND is part of the overall approach to monitoring the progress and development of all students.

Students who may require support can be identified from a variety of sources of information, including primary school information, National Foundation for Education Research (NFER), Middle Years Information System (MIDYIS), subject teacher assessments, parental concern and progress indicators. A lack of competence in English when it is not the student's first language must not be equated with SEND, but it could be still regarded as a learning difficulty in some cases.

A student identified as having a SEND will be fully integrated into mainstream teaching groups, where teaching will be appropriate to their needs, allowing them to realise their potential. Some students may be withdrawn for individual teaching where this is necessary to meet their individual needs.

Information regarding student needs is kept on our Student Information Management System (SIMS) and Individual Support Plans (ISPs) are available to staff through Class Charts. Plans are sent to parents/carers

in the Autumn Term and parental contributions are welcomed. Plans are resent before subject Parents' Evenings to help support the focus of meetings if necessary/appropriate. Transfer reviews are held on a rolling programme.

Core or Additional	SEND Support 2021/2022
Core	Advanced Access Course
Core	Explorer Lessons (Yr 7)
Core	KS2 – 3 Transition
Core	Parent Maths Whizz training
Core	Reading Assessment
Core	Spelling Assessment
Core	QCA Maths
Core	Typing & Handwriting Speed Assessment
Core	LASS Test (dyslexia)
Core	Educational Psychologist
Core	Exam Access Assessment
Core	1:1 Mentoring
Core	Pastoral Support Plan
Core	Counsellor
Core	Homework Club
Core	Education Welfare Officer
Core	SENDCo Time
Core	Assistant SENDCo time
Core	Inclusion running costs
Core	Read Write Gold
Additional	Small Group English
Additional	Small Group Maths
Additional	Discovery Stream
Additional	Transition Plus

Additional	Sounds~Write
Additional	1:1 Boost
Additional	Small Group Boost
Additional	1:1 Catch Up Literacy
Additional	1:1 Homework Support
Additional	Early Morning Reading/Precision Teaching
Additional	Handwriting Support/Booklet
Additional	REACH Staffing
Additional	Discovery Staffing
Additional	Babcock Staff Service Level Agreement (SLA)
Additional	MTA/Break Supervisor
Additional	Physiotherapy
Additional	Speech and Language Therapy
Additional	Coloured Overlay
Additional	Access to ICT device

The impact of provision for students receiving additional support, including those with an Education, Health and Care Plan (EHCP), is monitored regularly through meetings of the Learning Mentor Teams and the Learning Support Management Team which includes Mr Nick Smith, Assistant Principal and Ms Lyn Edwardson, SENDCo.

- Reading tests are completed termly in Years 7-10 in English lessons.
- All students take a MIDYIS assessment, referrals are made throughout the year via staff, parents and student self-referral, using the Graduated Response Tool.
- A planning day is held each year (September/ October) with the Educational Psychologist. All Heads of Year (HOY) and Key Stage Assistant Principals have meetings to review the progress of students with a SEND and put forward the names of any others who give cause for concern.
- Students who are selected for literacy-based intervention programmes are screened in reading and spelling before and after the programme. Impact is monitored.
- Student progress is discussed at Learning Mentor (LM) meetings.
- Students are assessed for Exam Access Arrangements (EAA), beginning in Year 9; applications are made in Year 10 and parents informed of outcomes after an application has been successfully made.
- Members of the Learning Support Department liaise regularly with Subject Leaders and Key Stage Assistant Principals.
- Progress data is analysed following the reporting cycle by pastoral and subject leaders.

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 learning?

See Reporting Schedule on the College website.

Any concerns contact either the relevant teacher, the Learning Support Team or the appropriate Head of Year.

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

At Exmouth Community College we have an inclusive curriculum which is broad and balanced. We believe that teaching students with SEND is a whole College responsibility and that all teachers are teachers of children with Special Educational Needs. We see that the first step in meeting the need of all students is in high quality teaching (Quality First Teaching – QFT).

Our core expectations are that teachers:

- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- are accountable for students' attainment, progress and outcomes
- are aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- adapt teaching to respond to the strengths and needs of all students
- know when and how to differentiate appropriately
- have a secure understanding of how a range of factors can inhibit students' ability to learn and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- manage classes effectively, using approaches which are appropriate to student's needs in order to involve and motivate them

We aim to:

- meet the needs of all students with SEND
- take into account the views of the students with SEND
- give students with SEND full access to a broad, balanced and relevant education
- ensure that culture, practice, management and deployment of resources are appropriate to students' needs
- monitor and review provision and progress on a regular basis
- work together with professionals to exploit best practice

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

The individual needs of the child are met through discussion with the Learning Support Team, parents and outside agencies. This is based on data, feedback from teachers and Learning Mentors. In the first half term of Year 7 students follow a specifically designed sequence of lessons which helps us diagnose any needs.

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

The programme of extra-curricular activities are fully inclusive and reasonable adjustments are made whenever possible to meet needs.

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

The Principal will ensure that a College culture and ethos is established, maintained and developed which:

- celebrates diversity/equality and achievement
- promotes high expectations, positive attitudes towards disabled people and those of different ethnic groups/religions
- listens to and involves pupils, parents, carers and staff
- communicates behaviour expectations
- ensures that it welcomes applications for College places and jobs from all sections of society
- ensures that incidents are reported, analysed, addressed swiftly and effectively and reported on.

What training have the staff supporting SEND had, or what training are they having?

Learning Mentor's working at the College have a vast range of qualifications, skills and experience; all meet our minimum entry requirement. Training is given within the role and this includes Induction, Safeguarding and Amanuensis. Further training can be given for specific specialisms in SEND, including ASD, APD, VI, HI,(See glossary below) support and/or delivering literacy and numeracy interventions, supporting students with medical/physical needs and many more.

How accessible is the school both indoors and outdoors?

All disabled students/staff who are joining the College or moving between Key Stages undergo a thorough series of meetings with appropriate members of staff to assess any accessibility issues. Parents/carers are fully involved in the process.

Key members of staff will include:

- Head of Year
- SENDCo /Assistant SENDCo
- Premises Manager
- Personnel Officer (Staff)

Improvements to the site are made either in response to the needs of individuals or as a result of a regular review process.

Exmouth Community College is an inclusive college. All students have daily contact with their Tutor and a weekly Lesson 42, where they are encouraged to express ideas and voice opinions.

In addition, young people with SEND are consulted through:

- Annual Reviews
- Questionnaires
- One to one meeting when and if appropriate

Responsibility of Governors

Our governing board ensures that:

- they are fully involved in developing and monitoring the College's SEND policy
- all governors, led by SEND governors, are up-to-date and knowledgeable about the College's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the College Development Plan
- the quality of SEND provision is continually monitored

Complaints Procedure

If any parent/carer is unhappy with provision made for their child/young person they should initially contact the Learning Support Department.

If the issue cannot be resolved to their satisfaction, they should then follow the College's Complaints Procedure available on the College Web Site

The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The local authority (Devon County Council) will publish a 'Local Offer' to explain what provision is available locally to children and young people who have SEND. Details of the local offer can be found on the link to the website below; <https://new.devon.gov.uk/send/> This link is also available on the College website.

Devon Parent Partnership has been renamed and is now called Devon Information Advice and Support for SEND (DIAS). They can be contacted at www.devondias.org.uk and a link is available via the College website

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

The College has a very effective transition programme for all students:

- the Learning Support Department liaises with the feeder primary schools and parents to gather information prior to transfer
- where appropriate, additional visits, meets etc. are put in place to affect an 'early transition'
- the SENDCo)

- or Assistant SENDCo attend Year 6 Annual Reviews where appropriate and invited to do so by the primary school
- SIMs data is transferred, together with documentation, when students begin at the College
- a representative from Careers South West attends transitional reviews where appropriate

Glossary of abbreviations

ADHD - Attention Deficit Hyperactivity Disorder

APD – Auditory Processing Disorder

ASD - Autistic Spectrum Disorder

EAA - Exam Access Arrangements

EHCP - Education, Health and Care Plan

ESMH - Emotional, Social and Mental Health

HI – Hearing Impairment

HoY – Head of Year

ISP - Individual Support Plans (ISPs)

LM - Learning Mentor

MIDYIS - Middle Years Information System

NFER - National Foundation for Education Research

QFT – Quality First Teaching

SEND - Special Educational Needs & Disabilities

SENDCo - Special Educational Needs & Disabilities Co-ordinator

SIMs - Student Information Management System

VI – Visual Impairment

