



SEND Information Report

How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs (SEN)?

At The Henry Cort Community College children are identified as having SEN through a variety of ways including the following:-

- Liaison with primary school/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician

How will I raise concerns if I need to?

Contact your child's tutor in the first instance or the SENDCo with your concerns.

How will college support my Child?

Who will oversee, plan, work with my child and how often?

- Our SENDCo oversees all support and progress of any child requiring additional support across the school.
- The subject teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group within the classroom environment.
- Your child may be withdrawn from the classroom setting as part of a specific intervention programme with an LSA usually for a short period (20mins) on a daily basis for a fixed period.

Who will explain this to me?

- The tutor will meet with parents at TASC meetings twice a year to discuss your child's needs, support and progress. In addition parents can discuss their children progress in specific subjects at subject consultation evenings.
- For further information the SENDCo is available to discuss support in more detail by appointment.

How the Governors involved and what are their responsibilities?

- The SENCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENDCo. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

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

What are the school's approaches to differentiation and how will that help my child?

- All work within lessons is pitched at an appropriate level so that all children are able to access this according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?

- You are welcome any time to make an appointment to meet with either the subject teacher or SENDCo and discuss how your child is getting on if you have any concerns.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We operate a home / school log book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or have a Statement of SEN, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against National expectations and age related expectations. The subject teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 7 through to Year 11, using a variety of different methods including National Curriculum levels, GCSE grades and Reading and Spelling ages.

- Children who are not making expected progress are picked up through Progress Review data which is produced termly. A discussion may take place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed.

What support will there be for my child's overall well being?

What is the pastoral, medical and social support available in the school?

- The Tutor has overall responsibility for the pastoral and social care of every child in their tutor group, therefore this would be the parents' first point of contact.
- If further support is required the subject teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health, Social Services, and/or the Behaviour Support Team.
- The school also has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENDCo, with vulnerable children during the school day.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site. (Attached to this document)
- Parents need to contact the School Nurse if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the School Nurse oversees the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff is able to manage medical situations.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- After any behaviour incident we expect the child to reflect on their behaviour. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the House Progress Leader.

How will my child be able to contribute their views?

- We are a Rights Respecting school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

- There is an annual student questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- If your child has an IPA (Inclusion Partnership Agreement) or Education and Health Care Plan (EHCP) / Statement of SEN their views will be sought before any review meetings.

What specialist services and expertise are available at or accessed by the school?

- Our SENDCo is fully qualified and accredited.
- As a college we work closely with any external agencies that we feel are relevant to individual children's needs within our college including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

What training have the staff supporting children with SEND had / are currently having?

- We have a member of staff trained as an ELSA who receives regular support from the Educational Psychologist.
- A number of teachers and LSAs are trained to support children with behavioural difficulties.
- All of our LSAs have had training in delivering reading and spelling / phonics programmes.

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How will the school prepare and support my child when joining the school and transferring to a new school?

- All new children visit the school prior to starting as part of our transition programme. For children with SEND encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- We write social stories with children if transition is potentially going to be difficult.
- We run a programme specifically tailored to aid transition for the more vulnerable pupils.

- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an IPA (Inclusion Partnership Agreement) or EHCP / Statement review will be used as a transition meeting during which we will invite staff from both schools to attend.

How are the college's resources allocated and matched to children's SEN needs?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving an LSA.

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

- The subject teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents

How do we know if it has had an impact?

- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Use of pre and post intervention testing to track any progress made.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

Who can I contact for further information?

- First point of contact would be your child's Tutor to share your concerns.
- You could also arrange to meet the SENDCo.
- Look at the SEND policy on our website
- Contact Support 4 Send - <http://www3.hants.gov.uk/support4send>
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk

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