

Torpoint Community College SEN Annual Information Report 17/18

Name of SENCO: Becky Lear

Dedicated time weekly: As required

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812511

Contact Phone Number: 01752

Name of SEN Governor: Sarah Clements

School Offer link: [Torpoint Local Offer](#)

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for providing the best possible learning and ensuring progress for every student in their class, including those with SEN.
- ✓ We have an inclusive, differentiated and personalised approach to those with SEN, to ensure engagement with all aspects of school life so that all students can achieve their potential.
- ✓ Please refer to our Teaching and Learning Policy for more information.

Our Graduated Response for Learners:

- ✓ Leadership throughout the College continually monitors the quality of teaching on a regular basis.
- ✓ The SENCO team identify and track the progress of students that require support to catch up by use of KS2 data analysis, internal data analysis, information provided by our Primary Schools as well as discussions with teachers, parents and support staff. All students are assessed for Literacy and Numeracy in the autumn term of Year 7.
- ✓ Students requiring SEN Support are evaluated and monitored using the “assess, plan, do, review” cycle.
- ✓ Where appropriate this can result in an application for an Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.

How we identify students that need additional or different provision:

- ✓ Class teacher refers to SENCO: Staff can refer a student at any time who they have identified as underachieving or displaying behaviour they feel is of concern.
- ✓ Ongoing curriculum assessments: There are regular internal data drops for all students in every year group. Students not making expected progress are identified and their needs considered by the SENCO team.
- ✓ Tracking progress using data: External assessments such as KS2 and KS4 data are used to evaluate against expected progress.
- ✓ If required, there are further assessments provided by specialists, including those from external agencies.
- ✓ Parental request: We are very happy for parents and carers to raise concerns at any time. All concerns will be looked into in more detail and interventions implemented based on the level of need.

We take a holistic approach to all aspects of a child’s development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all students,

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including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listen to the views of students and their parents:

There are a number of ways in which parents, carers and students can communicate their views and have their concerns listened to. Parents and students are welcome to contact the College at any time. Usually, the first contact for a concern is the tutor in addition the SSC and HLOL hub is manned at all times throughout the day as well as before and after College. There is also a confidential 'Worries' email and drop box in reception as well as mechanism for the anonymous reporting of any bullying concerns.

<u>What</u>	<u>Who</u>	<u>When</u>
Tutorials	Tutor	Daily
Informal Discussions	Pastoral and SENCO team	Weekly/fortnightly
Assess, Plan, Do, Review meetings	The SENCO team, parents, carers, student and any other agencies involved.	Once a term or as required.
Academic Review Day	Tutor/HLOL/SENCO	Twice a year
Parents' Evenings	Tutor/HLOL/SENCO	Once a year
Annual Survey	Parents and students	Once a year
EHC reviews	SENCO, parent and student	Once a year

The Assess, Plan, Do, Review Cycle:

For students identified on our Record of Need as SEN, an Assess, Plan, Do, Review cycle will be established by the SENCO team in partnership with the student, their parents and any other relevant adults or agencies. Please see our SEN Policy for further details.

This year, provision made for children/young people identified as SEN on our Record of Need has been:

- ✓ Communication and Interaction
- ✓ Cognition and Learning
- ✓ Social, Emotional and Mental Health
- ✓ Sensory and/or Physical Needs

During the 2017/2018 academic year, we had 57 young people receiving SEN Support and 8 children/young people with Education, Health and Care Plans or Statements of Educational Need.

We monitor the quality of this provision by regular snapshots throughout the year showing the rates of progress in every subject for every student. We also do regular teaching observations with all teaching staff observed at least twice per year. There are regular SEN work scrutiny's and learning walks that have a specific SEN focus. The governor with the responsibility for SEN makes regular visits to the College to discuss SEN provision and discuss its effectiveness. There are fortnightly meetings for the SENCO team as well as weekly meetings between the SENCO and the SSC manager. All Intervention Assistants (Teaching Assistants) are part of our termly performance appraisal process that has been designed to mirror the rigour of the teacher appraisals.

We measure the impact of this provision by rigorous reviews, data analysis and external results.

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Support Staff Deployment:

SEN Support staffs have undergone a significant restructure and are deployed in a number of specific roles:

- ✓ Teaching Assistants: TAs with specific skills focus on supporting individuals and small groups, for example in Literacy and Numeracy, social skills, Science, Maths, Health and Wellbeing etc
- ✓ Assistant House Leader: Our AHLOL is part of the Behaviour and the Pastoral Team
- ✓ School Medical Assistant: our medical room is manned at all times and we have a weekly drop in service from the School Nurse.

We monitor the quality and impact of this support by regular and thorough staff appraisal as well as regular weekly and fortnightly catch up meetings, teaching and learning observations, learning walks, work scrutiny as well as data analysis of both internal and external results.

Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was £13,583.60

This was allocated in the following ways:

- ✓ Support staff and in class support for identified students
- ✓ Teaching and Learning resources for identified students
- ✓ Staff training

Continuing Development of Staff Skills:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>
Personal Education Plans & Children in Care	Ms Childs
Early Help Hub training	Mrs Lear
Education Audiology Centre	Mrs Viola
Dyslexia Training	Mr Pease, Mrs Cowd, Mrs Porter
Exam Concessions Training	Mrs Lear
Thrive Training	Mrs Wetton

Whole school training this year has included ADHD workshops and ASD training.

Groups of Staff have also developed their knowledge of ASD, Mental Health, SPLD, EAL and stretching the most able by a series of voluntary support groups

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We also have access to specialist expertise when necessary through the Local Authority's SEN provision as detailed in their LOCAL OFFER

We monitor the impact of this training by gaining regular feedback.

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area and manage transitions in the following ways:

KS2/3 transition

- ✓ Our Primary Feeders: there is an extensive transition programme in place that begins in February. We work closely to ensure that by the time they arrive in Year 7 we have built up a detailed picture of who they are and what their needs are and that all relevant information is shared through face to face contact with SENCO's. There is a dedicated transition lead (JCH) and a dedicated transition day that all students attend in June.
- ✓ There are regular Open Mornings that parents can book in for.
- ✓ There is a transition parents evening in June as well as a Yr 5 and 6 Open evening in September and June.
- ✓ Particularly vulnerable students: The SENCO or transition lead attends transition meetings with parents and a clear TSP is drawn up to ensure as little disruption as possible. Vulnerable students have a phased transition that involves regular visits to the College with planned activities to help them feel safe and secure in their new environment.

KS3/4/5 transition

- ✓ Towards the end of Year 9, students move into a Yr 10 and 11 tutor group. There is an extensive tutor programme designed to help students manage the increase in workload and the stress and anxiety attached to older students.
- ✓ EHC students receive 1-2-1 IAG careers guidance and advice and guidance about the next steps is built in to their Year 11 EHC review.
- ✓ All students, including those with SEN receive a 1-2-1 Post 16 pathway meeting with the Head of Sixth Form. Students with SEN are seen first to allow for further meetings as required.
- ✓ There is a supportive programme of assemblies, Information Evenings and Open Afternoons as well as opportunities to attend organised events such as Careers Fairs, Apprenticeship workshops UCAS events, Open Days etc
- ✓ We have links with Plymouth University, Falmouth University, Exeter University and Marjons, Plymouth College of Art, all provide specialist help, support and information for students at KS4 transition and KS5.

This year, 6 young people requiring SEN Support Plus came to us from our partner schools, 19 are coded as K with 0 students with Education, Health and Care Plans or Statements of Special Educational Need. 38 students on our Record of Need in 2017/18 made a successful move to Post 16 choices. Across the College we currently have 7 students with an EHC plan, 57 who are coded as K or P+ and 160 coded as R and on the Record of Need.

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Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEN Development/Action Plan. This can be found on our website.

Our complaints procedure:

Anyone wishing to make a complaint or raise a concern with regard to SEN support and provision should contact the SENCO in the first instance so that the problem can be discussed and rectified. Further concerns should follow our complaints procedure as detailed in the Complaints Policy which is available on request.

This year we received **0** complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Leads in our school are: Mrs Becky Lear and Dr Plumb

lear@torpoint.cornwall.sch.uk (Lead DSL, SENCO and Acting Deputy Head)

plumb.p@torpoint.cornwall.sch.uk (DSL and Acting Head)

The Designated Children in Care person in our school is Ms Jen Childs

childs.j@torpoint.cornwall.sch.uk

The Local Authority's Offer can be found at www.cornwallfisdirectory.org.uk

Our Accessibility Plan can be found on our website

The School Development plan can be found on our website

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the link on our website.

Our SEN Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.