

## SEND Information Report

Reviewed annually

Reviewed by	Date
SENCo	Autumn term 2024
Parents/ Carers	Spring 2025
SLT	Autumn 2024
SEND Governor	Autumn term 2024

### Key contacts:

**SENCo:** Mrs Jessica Hawkemore, National Award for SEN Co-ordination (NASENCo), Master of Science in Specific Learning Difficulties [dyslexia] (MSc SpLD), Associate Member of the British Dyslexia Association (AMBDA) (2012), Post Graduate Certificate in education (PGCE), Batchelor of Arts (BA) (Hons)

**Deputy SENCo:** Mr Peter Jarmyn, Qualified Teacher Status (QTS), Batchelor of Art (BA) (Hons).

**SEND Governor:** Edwina Bridle

**Surrey Local Offer website:** <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

**Learner's Single Point of Access :** You can find information about the Local Authority's (LA) SEND offer by contacting the L-SPA, Monday – Friday 9am – 5pm on 0300 200 1015.

### 1. *The kinds of special educational needs for which provision is made at the College:*

Collingwood College is a mainstream 11-18 school and the College complies with the requirements outlined in the Special Educational Needs Code of Practice (2014).

Staff have access to training in order to cater for learners who may have difficulties with:

- Cognition and learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

The College continuously ensures that it makes reasonable adjustments where necessary to its practices to best meet the needs of students and comply with the Equality Act (2010). Once a need has been identified, the College seeks to identify the most appropriate support to support the student to make or exceed expected progress. This is documented in the College's SEND arrangements documents which are written collaboratively with students and parents or on the provision mapping software.

The whole College provision map (available on the website) shows examples of the range of provisions and interventions that are available at the College. This is used to help identify which provisions are most beneficial for which students. The SEN department carefully monitors the progress of all students in the College receiving additional support throughout the intervention to ensure it is having the expected impact. The progress and attainment of students on the College SEND register are monitored by the SENCo.

**2. *The College policies for the identification and assessment of students with special educational needs and evaluation of provision.***

The progress of all students is monitored regularly by subject teachers, the Pastoral Team and the Senior Leadership Team (SLT) so that when a student is not making expected progress in a particular area of learning, the College can identify the need for additional support. This will then be discussed with parents/carers and the student concerned.

Before students join Collingwood College, staff will have made contact with the previous school to gather information about them. Students already on the Special Educational Needs register are highlighted and information is passed to their new teachers via the Head of Department (HOD). All Year 7 students are screened on entry using the Middle Years Information System (midYIS) which is a measure of innate ability. Any student meeting the criteria for SEN from this will be added to the SEN register subject to the outcome of further testing with a specialist SEN teacher. This will then be discussed with parents/carers and the student concerned.

The SEND register is reviewed on a termly basis and an up-to-date copy can be found on the staff shared area (EduKey), along with information and teaching strategies. Information from the SEN register is on staff class lists and seating plans (Edulink).

If parents/carers have concerns about the progress or attainment of their child they should in the first instance contact either the individual subject teacher, or the form tutor to discuss their concerns, or alternatively they can speak to the Special Educational Needs Coordinator (SENCo), Mrs Jessica Hawkemore via email or telephone. The Special Educational Needs (SEND) Policy can be found on the College website.

Provision is usually reviewed every 6 weeks by the staff running the interventions and overseen by the SENCo termly. Departments also run interventions which are monitored through departmental tracking processes, which are overseen by the relevant HOD. Provision is reflected on and changes are made where necessary to ensure progress is achieved and sustained. If progress has not been made, progress leaders and curriculum leads reflect and reconsider what interventions are needed to support the student in their area. This is supplemented where necessary by the additional interventions that are run by the SEND department. The overall aim is for students to leave Collingwood with the skills they need to support independent living. The College's SEND Policy is updated every year and can be found on the College website.

**3. *The College's arrangements for assessing and reviewing the progress of students with special educational needs***

Students receive two to three reports a year which are monitored by the SENCo. Students on the SEN register have a SEND arrangement document, or needs identified on provision mapping software which outlines the student's needs. This supports the class teacher's plan to assess students with additional needs appropriately. It is co-written with parents/carers and students. This includes parents being able to make a parents' evening appointment with the SENCo and usually a further two telephone contacts made by the SEN department to parents to ensure their views are included, and to ensure that the College is working in partnership with parents to support students with SEND.

The SENCo monitors the SEND register termly and there is movement throughout the year as students move on and off the SEND register. A holistic approach is taken when reviewing the SEND register, including current data, progress and additional support the student may have been accessing. Students on the SEND register are assessed once a year by the SEN department to monitor their literacy need and inform which students may benefit from literacy-based interventions.

**4. *The College's approach to teaching students with special educational needs, including curriculum adaptation***

The curriculum intent demonstrates the College's position to ensure that the curriculum is broad, engaging and challenging **to all** students.

Quality First Teaching and adaptive teaching is embedded in the curriculum and practice and the College expects all teachers to make reasonable adjustments to meet the needs of all learners. All teachers and Learning Support Assistants (LSA) are provided with information on the needs of individual students so that they can plan the learning within the curriculum. For example, if a student has Speech, Language and Communication Needs staff should use modified language and pictures to support them to understand new vocabulary.

Students can choose from a wide variety of options for GCSE, and other accredited courses are offered, as well as alternative provision for high need students. Some high need students will have individualised programmes to meet their needs. The College supports students with option choices by holding a parents information evening and prior to the final decision being made, all students have a guidance meeting with a member of staff.

Some subjects set according to ability, while others teach through mixed ability groups. The most high-need students in Year 7 and Year 8 will access the ASPIRE programme in place of a Language to study extra numeracy, extra literacy and SEAL (social and emotional aspect of learning). These small group lessons focus on the basic skills that may have been missed during primary school for a variety of reasons, and aim to give the students the grounding they need in order to access these subjects in mainstream upon completion of the programme.

The College will make reasonable adjustments to ensure that learners with SEND can access the curriculum. This may include the use of additional aids such as coloured overlays, talking tins, laptops, and chair bands. Where necessary changes are made to the rooming of classes, for example ensuring classes are on the ground floor when needed. Where students have a high level of need, for example they have an Education and Health Care Plan (EHCP), additional adults (LSAs) will be based around the requirements of the EHCP. Students on SEN support (SENS) also can access interventions run by the SEN department.

All students have access to the PE curriculum, and the College makes reasonable adjustments to ensure that all students can be included. Students with a SEND are encouraged to take part in the College sporting clubs and activities run by the PE department.

The SEN department organises frequent training (CPD) opportunities for staff, including organising outside agencies to provide support for staff.

## **5. *How the College supports improving the emotional, mental and social development of students with special educational needs***

Students are supported through both the teaching and pastoral teams. All staff who regularly work with students have access to training to enable them to provide a high standard of pastoral support. Key staff are trained to support medical needs. The Personal, Social, Health and Economic Education (PSHE) curriculum covers areas that support emotional, mental and social development. The PSHE Policy can be found on the College website.

The College is committed to working with outside agencies to ensure that students receive support with regards to their social, emotional and mental health (SEMH) needs. For example, Year Managers, the Attendance Manager and the Inclusion Officer regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence to support students accessing support in College. The SENCo and the pastoral team, work with NHS partners such as the College Nurse and the Mental Health Support Team (who operate from the College site) to embed support for developing good mental health for all students (including those with SEND). The College also has a trained Emotional Literacy Support Assistant (ELSA) and works with volunteer agencies (such as Eikon and MHST) who provide a listening ear service for students.

The College also has an attendance manager and Home School Link Worker who are proactive with supporting students with SEND who may be experiencing emotionally based school non-attendance (EBSA). The Attendance Manager meets with the SENCo once a fortnight to enable inclusive and supportive plans to be put in place for students who need them. The attendance Manager also liaises with the Inclusion Officer to support families where EBSA is present. The College has one member of staff who has been trained in EBSA.

The College works closely with the LA and outside agencies, such as Specialist Teachers for Inclusive Practice, Educational Psychology Service, Physiotherapy and so on. Staff have access to the Targeted Mental Health Support for Schools (TaMHS) through the SENCo.

**6. *Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured***

The SENCo is experienced and well-qualified, holding both the National SENCo Award and a Masters in Specific Learning Difficulties (SpLD). All teachers hold the relevant teacher training and have regular CPD opportunities. The College has an Emotional Literacy Support Assistant (ELSA) and has access to the Mental Health Support Team (MHST) who are mental health practitioners. The SENCo also facilitates/signposts, termly training run by outside agencies, to support teachers receiving expert and specialist advice, training and guidance. The College has an HLTA who is ELKAN trained to support speech, language and communication needs (SLCN) in the College. The Educational Psychologist and outreach services have run training for Collingwood Staff on emotion coaching and the 5-point scale.

**7. *Equipment and facilities to support children and young people with special educational needs will be secured***

The College has disabled toilets in three of the main buildings (Kingston, Barossa and Sixth Form) and the site is wheelchair accessible for the ground floor. There is a lift in the Sixth Form to ensure students who need a wheelchair can access specialist IT rooms. Carefully considered equipment may also be purchased by the College with additional funding to support the needs of its students. The College works with outside agencies such as the Physical and Sensory Support Service, Physiotherapy and Occupational Therapy Services to ensure that where necessary the right equipment is in place and accessible for those students who may need it.

**8. *Arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child***

Parents are called and/or written to at least two times a year with their child's SEND support arrangements to allow parents an opportunity to review the targets and information about their child. Parents are able to feedback on policies (including the SEND Policy) and the College seeks feedback from parents in a variety of forms. Where a student has an EHCP, communication is usually more frequent and includes statutory meetings such as an annual review.

Parent views are important to the College and it encourages parents and carers to contribute to the SEND Parent Focus Group and Parent Survey.

**9. *Arrangements for consulting young people with special educational needs about, and involving them in, their education***

Student Voice is central to the College's ethos and student leaders are invited to meet with senior staff and governors on a regular basis. The College encourages contributions to Student Voice from all parts of the student community through a variety of ways, for example through Form Group Representatives, the Student Council and the Student Safety Surveys. The College runs a SEN student group to ensure that views of students with SEN are taken into account and all students with SEN have a one-page profile that is shared with staff to ensure their thoughts are considered by teaching when lesson planning.

**10. *Arrangements made for managing complaints from parents of students with special educational needs concerning the provision made at the College***

The first point of contact to raise a complaint about SEN provision is the SENCo. If the complaint cannot be resolved through the usual means (which could include phone conversations, meeting or email correspondence), then parents need to follow the Complaints Procedure which can be found on the College website. Parents can seek additional support through independent support agencies such as Surrey SEND

Information, Advice and Support (SIASS), SENSOS and Independent Provider of Special Education Advice (IPSEA).

#### **11. *How the College supports transition between phases of education***

The College is inclusive and will admit a student with SEND as per the Admission Policy. Where a student has an EHCP, the Local Authority will work with the College to ensure that the College can meet the needs of the student. Where reasonable adjustments can be made, the College works with the Local Authority to ensure those adjustments can be put in place. Where the College cannot meet the SEND needs of a student, the SENCo will discuss provision with the Local Authority so the Local Authority can source the right provision for the young person.

The SENCo attends transition meetings with the feeder junior schools to ensure that the College is aware of any SEND or additional provision the school is providing to meet the needs of their learners. Where necessary, SEND arrangement documents are created and shared with staff using the information collected from the feeder school and parents who were sent questionnaires, securing the parent's view. The College also runs additional transition days organised by the MHST over the Summer holidays. In some cases, the College will send Collingwood staff to meet Primary colleagues and students to support transition.

The College has KS3 and KS4 progress leaders who hand over information about students to ensure smooth transition between KS3 and KS4. The Year 11 Year Manager has a meeting with the Sixth Form College to ensure that the Sixth Form is well prepared for students coming to them, for example teachers in the sixth form have access to SEND arrangement documents and information about students on EduKey to support planning and transition to the sixth form. All students have access to carers advice and support, which is embedded into the curriculum. Students also have 1:1 Information Advice and Guidance regarding careers and option choices with a member of staff. This approach supports young people with SEND as they are given the time to talk through their options.

The SEN department also links with the Sixth Form and invites the Head of Student Services to annual reviews where a student has identified they are staying at Collingwood. The Year 11 Year Manager writes references for all students going to sixth forms and will speak to establishments where there is a need to pass additional information to ensure the right support is in place. The SENCo passes information regarding access arrangements to other establishments on request to support the new SENCo in building a picture of need for any future access arrangements.