SEND Information Report

Autumn 2023

Next Review: Autumn 2024

Our Philosophy for Inclusion

All young people are unique. They all have skills, talents and abilities. At Denton Community College we encourage all of our students to "Aim High" regardless of their starting points, and we have a responsibility to ensure that every student has the appropriate teaching, learning and nurturing support to reach their potential.

We believe that:

- All students are entitled to a relevant and challenging education, designed to enable individual students to participate fully in society and to contribute to and benefit from it
- All teachers at Denton Community College are responsible for the effective delivery of a broad, balanced, relevant and differentiated curriculum
- Many students may experience difficulties which may affect their learning meaning they may have special needs at some time in their college career; this makes a fluid SEND register with regular monitoring and assessment for all students essential
- To maximise potential, education should be an equal partnership between parents/carers, students and staff with the involvement of other agencies when necessary.

With regard to these beliefs, the following document outlines the provision the college endeavours to offer.

The kinds of SEND that are provided for at Denton Community College

Our college currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and Learning, for example, dyslexia, dyspraxia,
- Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties.

Management of SEND:

The Special Educational Needs Coordinator is Katherine Kilbane (Deputy Headteacher- SENCO) and she has the responsibility for the day-today operation of the SEND policy.

The SEND Trust Link is Mr Andrew Jordon.

The SEND Trust Link will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the college and update the IEB on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the college.

The SENCO will:

- Work with the Headteacher and IEB to determine the strategic development of the SEND policy and provision in the college
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support in college
- Advise on the deployment of the college's delegated SEND budget and other resources to meet students' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services in matters relating to SEND
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and IEB to ensure that the college meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the college keeps the records of all students with SEND up to date.

The Headteacher

The Headteacher will:

- Work with the SENCO and IEB to determine the strategic development of the SEND policy and provision in the college
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class Teachers

Each class teacher is responsible for:

- The progress and development of all students in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow the SEND Policy.

Admission Arrangements:

The college adheres to the admissions policy of the LA and therefore there is no special provision under admission arrangements for limiting or promoting access for students with SEND.

Resources we have available in college:

The biggest resource for SEND provision at Denton Community College is our staffing. This is detailed as:

- SENCO
- 9 Teaching Assistants Level 2
- 2 Teaching assistants Level 3
- 3 Learning Mentors
- 1 Bridge Manager

The SEND budget is met through the whole college budget and by any successful applications from bids for private funding submitted throughout the year. Specialist resources in the department include:

- Standardised testing processes and associated resources
- Specific networked SEND programmes such as "LEXIA"
- A bank of 26 laptops and 30 reading pens
- 32 iPads for use in literacy and numeracy intervention and SEMH sessions
- Specialist multisensory programmes workbooks, including "Read Write Inc. Fresh Start, Lexia, Word Shark and Flash academy"
- Specialised online software to ensure the accurate recording of need and associated intervention, including Edukey
- On-going purchasing of resources around Specific Learning Difficulties (SPLD) and Speech Language and Communication Needs (SLCN)
- Differentiated curriculum costs
- Educational Psychologist assessments, outside agency provision and college placements

Students with SEND are equally represented in extra-curricular activities including residential trips. If necessary, an additional risk assessment may take place to ensure the safety of the students involved and additional staff deployed if required. We are fully compliant with the terms of the Equality Act 2010.

How do we approach SEND teaching?

Where possible there is a focus on providing quality first teaching and the curriculum is delivered to all students in mainstream classes with appropriate work and TA support where needed, but sometimes this happens in the Inclusion room where 1-1 teaching or intervention is required.

The English and Mathematics faculties have a specialist Level 3 TA working with them who deliver intervention programs to small groups of students identified as needing extra support in those subjects following standardised testing.

How do we adapt the curriculum and learning environment for students with SEND?

Students are taught in ability groups in most lessons, so those with moderate learning difficulties work in smaller groups, often with TA support, using resources that are appropriate for their ability. We ensure that students have the tools they need to meet their learning needs; for example, students with ADHD are provided with discreet fiddle toys and given the opportunity to stand up and move round as often as is practical.

Students with specific needs are provided with tailored resources as appropriate; for example, those with difficulty reading are provided with reading pens, which can read text to them. We have a full range of coloured overlays for students to use if they find them helpful when reading. Laptops are made available for students to use within lessons as appropriate.

How do we provide support for improving emotional and social development?

All students have access to a broad Personal Social and Health Education curriculum which develops their understanding of emotional health and social development. We call this our 'Life Skills' curriculum. We also signpost students to support where needed.

We have a dedicated member of support staff who leads the provision of support for students who require intervention with social and emotional health issues.

Learning Mentors deliver intervention programmes on a 1 to 1 basis and in small groups for students who may have issues including enhancing their social interaction skills, have suffered bereavement or whose personal circumstance mean that they may need extra support, including the SHINE (Students Happy In a Nurturing Environment) group for students who need that extra support.

What training and expertise do our staff have?

Training for all staff takes place regularly throughout the year. SEND specific training for all staff is always available via designated sessions throughout the year and specialist outside speakers/professionals are regularly invited into college to train staff in the most up-to-date information/practices.

How do we identify, assess and review our SEND students?

Denton Community College follows the protocols stipulated in the SEND Code of Practice and in Tameside's Thrive document. The gathering of information to identify SEND may be via:

- Liaison with Year 5/6 (if on an EHC Plan). We receive Year 6 information from feeder schools regarding those students with identified SEND needs
- SEND register information from Primary schools/colleagues/other settings
- Baseline assessments in Year 7
- Referral from class teachers/observations from Teaching Assistants
- Concerns raised by parent/carer
- Performance monitoring against expected level of progress within the National Curriculum level descriptions

- Standardised screening and assessments

The college has a rigorous assessment programme for all students so it is deemed unnecessary to impose further generic testing on students on the SEND register unless regular testing points to a specific need. However, regular testing and monitoring takes place where specific areas of study are being undertaken, such as standardised reading or spelling tests for students on multisensory programmes of study for those specific reasons. All students on our SEND register have a personalised student profile, unique to them and this details their specific needs and the teaching strategies that should be utilised to maximise their progress. These profiles are available to all staff on the student's individual link on the SEND register which is a live document and all staff have access to it.

We will assess each student's current skills and levels of attainment on entry to the school. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will identify the desired outcomes first, including the expected progress and attainment of the student and ascertain the views and the wishes of the student and their parents/carers. We will use this information to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The SENCO reviews the progress of SEND students regularly. The whole SEND team review the progress of those students receiving individual intervention regularly and the team meets to discuss any students whose progress is causing concern. Where we see concerns or lack of progress, we immediately work with the student, relevant subject teachers and the pastoral team who will put a plan in place to support the student. We fully involve parents/carers and if concerns continue they are invited in for a meeting to discuss the situation and contribute to the plan.

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- The student's previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant.

The student will be reviewed regularly. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

How we keep our records?

All students on the SEND register have a profile that is accessed via a link on the SEND register. This information is fully available to all staff and is regularly updated with all relevant information. This ensures the most recent student profile or information is immediately available to all teaching staff. The information held on students varies in detail

depending on their SEND designation. EHCP targets, individual literacy and numeracy learning plans and pre referral ASC plans are held in individual electronic folders for all students with these in place.

How do we ensure all our students are included in all aspects of college life?

Wherever possible students are encouraged to learn in the mainstream classroom environment with in-class TA support if needed. There are occasions where small group or 1 to 1 work is necessary or assessment needs to take place. The Inclusion area accommodates these situations and more.

Our Bridge Manager is Lynn Shaw and she manages the Inclusion rooms. Students are timetabled to work in here based on referrals from staff. The students are allocated an appropriate, targeted programme led by a learning mentor. This provision is reviewed regularly as to its effectiveness.

The Inclusion zone incorporates a large room where the majority of intervention takes place as well as 2 smaller rooms that can be used by small groups for intervention as well as 1 to 1 support.

How are our parents/carers and students involved in the review process?

We will have an early discussion with the student and their parents/carers when identifying whether the student needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents/carer concerns and the young person's wishes
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the student's record and given to their parents/carers.

We will formally notify parents/carers when a student is identified as needing to receive SEND support.

All parents/carers of students are welcome to make an appointment at any time to discuss the progress of their child or any other concerns they may have. Student progress is assessed regularly and is shared with parents/carers and data analysis is done throughout the year for all students and the progress of groups of SEND students is disseminated and analysed by the SEND Team.

At Denton Community College we believe in a strong partnership between college, our students and parents/carers. With this in mind we always endeavour to:

- Work together to support students with SEND. We appreciate the pressures a parent/carer may be under because of their child's needs
- Inform parents/carers as soon as a student has been identified as having SEND
- Acknowledge and draw on parent/carer knowledge and expertise in relation to their child and ensure they are involved in the education planning process
- Focus on the student's strengths as well as areas of additional need
- Ensure that parents understand procedures, are aware of how to access support in preparing contributions, and where possible are given documents to be discussed before meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling differing viewpoints
- Recognise the need for flexibility in the timing and structure of meetings
- Respect the differing needs parents/carers themselves may have such as disability, or communication and linguistic barriers
- Encourage an active partnership with parents/carers and encourage informal dialogue, during which staff and parents can talk together and share expertise and concerns
- Speak to and meet parent/carers at the earliest mutually convenient time whenever possible
- Parents/carers will be informed of their child's progress by phone, email, reports, EHCPs, interim and annual reviews and progress assessments
- Be sure that students are fully involved in the review process and that they have regular progress meetings to ensure they are aware of what their targets are and how best to meet them
- Always invite students to attend reviews with staff and their parents/carers

- Student Progress reviews are held throughout the year but parents/carers are welcome to discuss their child's progress with the SENCO at any time by asking for an agreed appointment.

Enabling students with SEND to engage in activities available to those in the college who do not have SEND:

- All of our extra-curricular activities and college visits are available to all of our students, including our before-and after-college clubs
- All students are encouraged to go on residential trip(s)
- All students are encouraged to take part in sports day/college plays/special workshops, etc.
- No student is ever excluded from taking part in these activities because of their SEND or disability
- Students with specific needs will be supported by staff where appropriate so that they can engage in activities as fully as possible.

Support for improving emotional and social development

In addition to the support already mentioned elsewhere in this report, we also provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the college student leadership team/Student Voice committees
- Students with SEND are also encouraged to be part of a variety of different clubs/groups to promote teamwork/building friendships etc.
- We take a robust approach to bullying.

How do we involve other agencies to ensure our students' social and emotional needs are met?

Denton Community College works closely with other agencies and has an excellent reputation for facilitating close partnerships with others and for timely and comprehensive information sharing with agencies in order to most effectively support our most vulnerable students.

We work with and within an extensive network of partnership agencies as we seek to support our students in an area where external provision continues to be reduced or lost entirely. We also work with charitable organisations.

The following services/agencies are some of those that Denton Community College works with:

- Educational Psychology
- Child and Adolescent Mental Health Service/Healthy Young Minds (CAMHS)
- Looked After Children Team (Virtual College)
- Visual Impairment Team
- Hearing Impairment Team
- LA SEND Support Team
- Communication Language and Autistic Spectrum Support (CLASS) Team
- Positive Steps
- College Nurse Service
- Child and Family Support Teams
- Education Welfare Service
- Speech and Language Therapy Team
- Integrated Service for Children with Additional Needs (ISCAN)
- Active Tameside
- MIND
- Children's Social Care
- Off The Record
- Mental Health Support team providing one to one support for early intervention with identified students

How are our SEND students supported pastorally?

We have Learning Mentors who work with the most vulnerable students to provide support, develop the social skills of students and ensure emotional support in times of need.

We also support students through our pastoral structure that includes Heads of Year, Form teachers, wider pastoral staff and designated TAs leading support on a daily basis. We also have a breakfast club where students are supported both academically and pastorally by staff and peer mentors from other year groups.

How are our SEND students supported through transition/phases and preparing for adulthood?

All Denton Community College students follow a very comprehensive transition programme that starts in our feeder primaries in Year 5. However, we appreciate that for students with SEND there may be additional concerns about the move to a new school setting.

Where possible we attend Year 6 EHCP reviews where Denton Community College is identified as the named school and where possible we have a representative at the Year 6 Final Statement reviews held in the summer term prior to transition.

Families with children identified by Primary colleagues as needing additional support will be contacted so that additional visits to college during the summer term of Year 6 can be arranged. They can meet their new teachers, experience the dinner hall and lunchtime and experience anything else that will help to ease their uncertainty or fears.

Summer school is held in July/August to help ease the pressure of the long waiting time and period of uncertainty for some of our most vulnerable learners.

Transition to Post-16 is led by our Key Stage 4 Intervention Officer, Jonathan Knott, in addition to our designated Positive Steps advisor.

Year 9 Statutory reviews include input from Denton Community College's careers officer and Year 10 and 11 students also have additional support when making Post-16 choices.

The SEN department liaises closely with all Post 16 providers to ensure successful progression. SEND students on college visits/interviews may be accompanied by a member of Inclusion staff. Our liaison continues for some time after the student has become a school leaver.

What measures do we take to prevent bullying?

Our Anti-Bullying policy can be found by clicking on the link below:

DCC Anti-Bullying Policy

How do we evaluate the effectiveness of our SEND provision?

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions regularly
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC Plans
- Open dialogue with IEB Governor
- Progress is measured through college quality assurance procedures
- Regular scrutiny of SEND register by SENCO- reviewing and amending Student Profiles
- Referring to Professionals' reports Conducting reviews

What to do if you have a query or complaint?

Complaints about SEND provision in our college should be submitted to Miss K Kilbane- Deputy Headteacher (SENCO) in the first instance via the email: k.kilbane@dentoncommunitycollege.org.uk.

The parents/carers of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our college has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- Any formal complaints should be made in writing as per the whole college complaints policy. This can be found at:

DCC Complaints Policy

Tameside Local Offer/Local Authority SEND information

The Tameside local offer can be found by following the link below. This link can also be found on our college website:

Tameside Local Offer

Monitoring arrangements

This report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents:

This policy links to our policies on:

- Accessibility
- Behaviour
- Equality
- Supporting students with medical conditions
- Inclusion Policy
- Children who are unable to attend college because of health needs.