

SEND INFORMATION REPORT

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| Role responsible: | Vice Principal – Pastoral |
| Author: | Head of Additional Learning Support |
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SEND INFORMATION REPORT

1. Roles

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|-------------------------------------|---------------|--|
| Head of Additional Learning Support | Julie Lynch | julie.lynch@wyke.ac.uk |
| Vice Principal – Pastoral | Chris Herring | chris.herring@wyke.ac.uk |
| Principal | Paul Britton | paul.britton@wyke.ac.uk |

2. Types of Special Educational Needs we Provide Support For

We are able to provide for a range of needs, covering all four broad areas of need outlined in the SEND Code of Practice:

- Communication and Interaction - for example, Autistic Spectrum Condition (ASC) and speech and language difficulties
- Cognition and Learning - for example, dyslexia, dyspraxia and other specific learning difficulties
- Social, Emotional and Mental Health (SEMH) difficulties - for example, Attention Deficit Hyperactivity Disorder (ADHD) and generalised anxiety disorder
- Sensory and/or Physical needs - for example, visual impairments, hearing impairments, processing difficulties and mobility issues

3. Identifying Students with SEND and Assessing Their Needs

At enrolment, all students can discuss their individual needs with a member of the ALS and/or pastoral team. This is an opportunity for students to meet key staff and talk through their support needs, considering any reasonable adjustments they require to successfully access and complete their chosen program of study. Classroom based adjustments are communicated to teachers via internal college systems. These can be reviewed and updated at any point, during a student's time at the college.

Once courses begin, curriculum staff regularly assess students' progress and attainment and report on this throughout the academic year. Teachers are able to identify students whose progress:

- is significantly slower than that of their peers despite intervention from curriculum and/or support staff
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

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

There is an internal referral process whereby curriculum staff can draw to the attention of the Head of Additional Learning Support any students whose progress or attainment is presenting as a cause for concern.

N.B. Slow progress and low attainment will not automatically mean a student is recorded as having special educational needs (SEN).

When deciding whether additional support is required, we start with the desired outcomes for each individual young person, including what we expect in terms of attainment and progress as well as the wishes and feelings of the student and their parents/carers. We then determine what support is needed and whether, as a college, we can provide that support by adapting our core offer; or whether additional support from an external source is required.

4. Supported Admissions

In some cases, there may be concerns about a student's fitness to study at or prior to enrolment. Such concerns might be raised by the student, a parent/carer, the feeder institution, Wyke Sixth Form College staff, an external agency or the Local Authority. Where necessary, a discussion will be held with the student, at or prior to enrolment, to determine how best the student may be supported within a fitness to study framework.

Alongside the college's minimum academic entry requirements, a range of evidence may be utilised in the assessment, which may include:

- Education, Health and Care Plan
- Medical, psychiatric and/or psychological evidence
- Reports from schools
- Physical, emotional and social needs
- Specialist treatments and therapies required
- Vulnerability and safeguarding
- The level of support, special equipment and specialist environment
- Input from the applicant, the family or external parties.

The process will consider whether Wyke Sixth Form College can offer a suitable curriculum and support for the young person and a decision will be made in consultation with the Vice Principal. In cases where there are significant funding implications there will be consultation with the Local Authority.

5. Consulting and Involving Students and Parents

We start discussions with the student and their parents/carers as early as possible when identifying whether the student requires additional support during their time at the college. Where appropriate, discussions are initiated through the application process where needs are already identified or diagnosed. Conversely, discussions

may be initiated whilst students are on roll and where new needs may emerge. During these conversations we aim to ensure that:

- All staff that are involved with the student have a good understanding of areas of strength and areas of difficulty
- We take into account any concerns the parent/carer and/or student has
- Everybody involved understands, and agrees to the outcomes we are aiming to achieve
- Everybody is clear on what the next steps are
- Notes of discussions are added to the student's Additional Learning Support records or files

6. Assessing and Reviewing Students' Progress Towards Outcomes

We follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review as outlined in the SEND Code of Practice. Curriculum staff work with the Additional Learning Support team to carry out an analysis of students' need drawing upon:

- The teachers' and support staffs' assessment and experience of the student informed by their progress and the way they present in class
- The student's prior progress and attainment
- The student's individual development in comparison to their peers
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, where relevant and appropriate

Progress and support are reviewed regularly. Every member of support staff who works with the student will be made aware of their needs, the outcomes sought and the support that is provided by the college, as well as any additional teaching strategies or adaptations that are required. Needs are communicated via the online system (OnTrack). The college monitors how effective support is and the impact of any interventions on student progress. Changes are made where feasible and required.

7. Supporting Students Moving Between Phases and Preparing for Adulthood

In line with SEND Code of Practice, we deliver a program of study intended to prepare high needs students and those with SEND with the knowledge and skills they require to live independently and progress successfully into early adulthood. Students can sign up for the Preparation for Adulthood course at enrolment or at the start of the new academic year.

As a college we will share information with other schools, colleges, and other settings a student may move onto. Before any specific SEND information is shared, we will agree with the parent/carer and student which information can be shared in support of any transition.

8. Our Approach to Teaching Students with SEND

All teachers at the college are teachers of SEND. As such, they are responsible and accountable for the progress and development of all students they teach. High quality teaching and learning is the first step in how the college proactively supports all students who are identified as having SEND. Where required, this approach is differentiated according to individual student needs within the classroom environment.

The college believes in promoting independence among students with SEND. Although we recognise that a small number of students will require in-class support to enable access to learning, outcomes are always aimed at reducing reliance on adults in preparation for students' chosen next steps.

We also provide the following interventions, based on need and suitability:

- Out of class support - 1:1 or small groups
- An allocated Learning Support Mentor
- Diagnostic testing and exam access arrangement assessments
- Targeted support for specific needs

9. Adaptations to the Curriculum and Learning Environment

To ensure that the needs of all learners are met, the college makes a range of adaptations, such as:

- The implementation of dyslexia friendly strategies
- Adapted resources within the curriculum to meet the specific needs of students within the classroom
- Support staff will adapt to student needs and work with them in their preferred ways
- Additional Learning Support can provide recommended aids for students, such as; coloured overlays/paper, magnifiers, and radio aids
- Teaching is differentiated to meet student needs; for example, allowing extra thinking time for those with processing difficulties and sharing lesson resources prior to classes, or reading instructions aloud

Please consult our [Accessibility Plan](#) for more information.

10. Additional Support for Learning

The Additional Learning Support team is based in the Student Support Hub, which is located in the Oak building (Oak 3). Although most staff are routinely deployed to support students working in different areas across the college, there is always a staff presence at the helpdesk for students to seek advice, guidance and support.

The Additional Learning Support team is made up of a Head of Department, three Lead Mentors and six Learning Support Mentors.

11. Expertise and training of staff

In the last 24 months members of the Additional Learning Support team have engaged in a range of continuing professional development sessions, including:

- Suicide Awareness and Responses - Papyrus
- Supporting learners with dyslexia and literacy difficulties – Internal Training
- Ambitious About Inclusion – NASEN
- Inclusive Classroom Practices – Internal Training
- Youth Mental Health First Aid - YMHFA England
- Moving and handling – IPASS
- Effective Mentoring and Coaching skills – Internal Training
- FIKA training courses
- Autism/Neurodiversity Awareness – NASEN
- SEND Statutory Responsibilities for Colleges
- Harmful Sexual Behaviours – Internal Training
- Careers in the Curriculum – Maximising Opportunities for Learners with SEND – VENN Group
- Safeguarding – Level 2
- PREVENT – Home Office
- Wheelchair Handling and Manoeuvring – Internal Training
- MindView Assistive Technology – MatchWare
- Microsoft Training – Office 365, SharePoint, and Teams - Microsoft
- Deaf Awareness – National Deaf Children's Society
- Examination Invigilation Training – Joint Council for Qualifications

12. Securing equipment and facilities

We will, as a result of a needs analysis and/or advice taken from external agencies and other professionals, aim to provide resources or equipment to ensure equal access to the curriculum, or to provide additional support and intervention for those who require it. This may include equipment for the classroom to ensure access to the curriculum, for example radio microphones and magnifiers, or equipment to meet individual needs, for example adapted desks or seating.

13. Evaluating the effectiveness of SEND provision

Working cohesively with colleagues across the college, the Additional Learning Support team continuously evaluate the provision for students with SEND by:

- Reviewing students' individual progress towards their outcomes at each curriculum review monitoring point throughout the academic year

- Using Provision Maps to evaluate impact and measure progress and attendance
- Reviewing the impact of support interventions after 6 weeks
- Using student questionnaires to gather feedback on our SEND provision
- Holding termly 'Team Around a Young Person' meetings with teachers for students with EHC plans
- Holding annual reviews for students with EHC plans, inviting the appropriate local authority and other relevant agencies
- Ongoing monitoring by the Head of Additional Learning Support

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

All our extra-curricular activities and trips are open and available to all students. All students are encouraged to go on trips through their curriculum subjects and get involved with the wider college community through the enrichment program. No student is ever excluded from taking part in these activities because of their SEND or disability. Staff members within the Additional Learning Support team may accompany students on trips to support the student to access the visit.

Our [Accessibility Plan](#) can be found here.

15. Support for improving emotional and social development

As a College we provide support for students in order to develop and improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be a part of the student executive and to represent the student body as a tutor group representative
- Students with SEND are also encouraged to engage in enrichment activities facilitated by the ALS team which are designed specifically to promote teamwork and build friendships
- The Additional Learning Support team arrange various events and activities throughout the year of which students with SEND are invited to attend
- The Additional Learning Support team have a Student Crew who lead activities and assist with department and whole college events; students with SEND are encouraged to get involved
- The Student Support Hub in Oak 3 is used as a place for students with SEND to play games and join in activities in order to develop friendships; all students with additional needs are welcome to use this space

Wyke Sixth Form College has a zero-tolerance approach to bullying. Please see the [Behaviour Management Policy](#) (Section 7) for more information.

16. Working with other agencies

The College has links with a variety of charities and agencies in and around the local area. We work collaboratively with all organisations within health and social care, Local Authorities and voluntary sector organisations in order to meet the needs of students with SEND.

Some examples of organisations we work with include:

Health

- Nursing teams (diabetes, epilepsy, eating disorders)
- Physiotherapy team
- Occupational Therapy team
- Speech and Language Therapy Team
- Mental Health provision (CAMHS, Minds, Psypher)

Social Care

- Children's Disability team
- Learning Disability team - Adult Services
- Early Help

Registered Charities

- Barnardo's Young Carers
- KIDS - SENDIASS
- Matthew's Hub

Where appropriate and after consultation with the student and parent/carer we may invite external agencies into college to support the student and their family.

17. Complaints about SEND provision

Complaints about the SEND provision at Wyke Sixth Form College should be made to the Head of Additional Support, Julie Lynch (julie.lynch@wyke.ac.uk) in the first instance. The complaint will then be dealt with in line with the College's [Compliments, Concerns and Complaints Policy](#).

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 the college has discriminated against their son/daughter/ward. Claims can be made about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

18. Contact details of support services for parents/carers of students with SEND

Wyke Sixth Form College predominantly works with Hull and East Yorkshire local authorities; both local offers are published here:

- [Hull](#)
- [East Yorkshire](#)

Support outside of college for parents/carers can be found within the local authority pages.

19. Contact details for raising concerns

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| Head of Additional Learning Support | Julie Lynch | julie.lynch@wyke.ac.uk |
| Vice Principal - Pastoral | Chris Herring | chris.herring@wyke.ac.uk |
| Principal | Paul Britton | paul.britton@wyke.ac.uk |

The above staff members can also be reached by calling the College phone number on (01482) 346347.

20. Monitoring and Review

- 1.1 This report will be monitored by the Vice Principal – Pastoral and the Head of Additional Learning Support.
- 1.2 This report will be reviewed annually.

21. Related College documents

- 1.3 Documents related to this report are:
 - [SEND Policy](#)
 - [Accessibility Plan](#)
 - [Behaviour Management Policy](#)
 - [Compliments, Concerns and Complaints Policy](#)