

**South Quay College**  
**SEND Information Report 2017-2018**  
**Contributing to the London Borough of Tower Hamlets Local Offer**

**School Vision and Mission Statement**

Our vision is a thriving community with high aspirations and strong foundations for its young people to progress into sustained education and employment.

Our mission is to bring hope that tomorrow can be different by preparing and progressing the most marginalised 14-19 year olds in our local communities, into sustained education and employment through an alternative provision model that enables them to realise their full potential.

**Our Current Ofsted rating**

Outstanding

**Introduction**

Welcome to our SEN Information Report which is part of the Tower Hamlets Local Offer for students with Special Educational Needs (SEN).

South Quay College is an inclusive College where every Young person is valued and respected. We are committed to the inclusion, progress and independence of all of our Learners, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all members of our community.

**High quality teaching**

South Quay College staff strive to provide high quality teaching to all of our Learners. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Individual Departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEN, in their classrooms (known as differentiation). Such in-class differentiation may involve many adaptations and strategies, dependent upon the needs of the Learner.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEN issues. For example, in 2017-2018 the CPD programme available to all staff included sessions on differentiation, Autistic Spectrum Disorders, Attachment and Trauma theory and its practical applications, Resilience and Positive Mental Health, Mindfulness and its application to Social and Emotional issues, literacy, EAL and planning for differentiation to support learning outcomes for all learners.

**Tracking and monitoring progress**

All staff are responsible for assessing, monitoring and tracking the progress of our Learners. Each student is regularly assessed in class in all subjects and levels are recorded on SIMs and reported to parents at least once per term. Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Heads of KS4 and KS5, Tutors, Student Journey Leads, Learning Mentors, Teaching Assistants, and the SENCO regularly check on the progress of students and raise a concern if students are not making expected progress. Some students who are not making expected progress attend

intervention sessions which is organised by their subject teacher and recorded in their data files.

### **Identifying SEN**

Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons, one of which is a special educational need. Staff use tracking data and knowledge of students to identify such students and if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SENCO. The SENCO will then investigate further by liaising with parents, gaining the views of the Learner, observing the student in class, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to the EPSS Service (Advisory Support Teacher, Educational Psychologist) if appropriate or liaising with health professionals if appropriate. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting will be arranged, including parents, to discuss the Learner's needs and subsequent actions.

The types of tests that may be used to assess if a student has a special need include: the WRAT 4 (Wide Ranging Assessment Test); the DRA (Diagnostic Reading Analysis); CTOPP (Comprehensive Test of Phonological Processing); DASH (Detailed Assessment of Speed of Handwriting); Youngs Spelling Test; HGRT (Hodder Group Reading Test); NFER English Test; NFER Maths Test; Working Memory screening; BKSBI initial and diagnostic Test; GL Dyslexia Screening; Dyscalculia Screening; GL Social, Emotional and Mental Health screening.

Some students transitioning to South Quay College are already diagnosed with a special educational need and this information will have been passed on by their previous school. Such students may or may not be placed on the SEN register, but will all be monitored and tracked in terms of their progress and supported as appropriate.

If a parent suspects an undiagnosed special educational need in their Young person, they should initially contact the SENCO to share their concerns. The SENCO will then investigate further, as above.

The definition of a special educational need is 'where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support'. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014).

Learners with SEN will be placed on the school's SEN register, which is accessible to all staff in school. Students on the SEN Register will either be coded as 'E' (Learners who have an Education, Health and Care Plan) or 'K' (other students who receive SEN Support). Students at South Quay College are concerned about but who are not officially diagnosed with a Special Educational Need or who are currently not receiving extra SEN Support are recorded on a register of 'Additional Needs Learners' to which all staff have access to inform their teaching. All students on the SEN register or coded as 'Additional Needs' have an Individual Learning Plan, available to all staff, to inform their teaching of these Learners.

The types of SEN provided for currently at South Quay College include: Dyslexia, Dyspraxia, Visual Stress (Meares Irlen), Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Autistic Spectrum Disorders, Speech, Language and Communication Disorders, Moderate Learning Difficulties, Neuro-developmental Disorders, Neurofibromatosis, Visual Impairment, Hearing Impairment, Tourettes Syndrome, Social, Emotional and Mental Health (SEMH)

### **Supporting SEN students**

Where a student is diagnosed with a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a Learner's need and strategies to be implemented or in-class support. For the majority of our Learners, such in-class strategies are effective and inclusive. However, some students may need further out of class support on either a one-to-one basis or small group targeted intervention sessions with a Progress Mentor or a Learning Support Assistant. If a student continues to fail to make expected progress, they may be referred to an outside agency for further testing and/or advice.

Interventions may involve bespoke packages or a programme developed specifically for that student or group of Learners. Current interventions include spelling interventions (such as Sound Discovery (phonics programme), reading interventions (Catch – up literacy, Alpha to Omega and Toe by Toe), Maths interventions (such as Catch-up Numeracy, Numbershark), writing interventions (Kinaesthetic writing) Social Skills interventions (such as the Social Skills Group Intervention programme, talkabout for teenagers), Speech and Language Therapy support (including Visualising and Verbalising, Word Mapping, positional language training, graphic organisers, Language for thinking, Elklan and Black Sheep), motor skills (such as Speed Up), memory skills, revision skills, exam technique and essay writing skills. BKSb for English and Maths.

Interventions follow a monitoring cycle involving: assess–plan-do-review. Where an intervention with a student is not found to be effective, the College will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the College continually strives to improve their intervention programme.

Some students receive technology support, such as the use of a laptop or tablet. If appropriate, the SENCO will apply to Tower Hamlets learning support service for such equipment. Students who are allocated technology may also be provided with software, such as Clicker 6, to support their progress. Students with visual or hearing impairments may also be assessed and supplied with equipment to support their needs; this is currently supplied by the Borough Sensory Needs services

Parents/Carers of students with SEN will have regular meetings with College staff to discuss their Young person's progress, support needs and any concerns they may have. However, parents/carers are welcome to request a meeting or discussion with College staff at any time, including the SENCO, if they have a concern about their Young person.

### **Education, Health and Care Plans**

Where a student with SEN is failing to make progress, despite high quality teaching and support through their SEN support, an application to the Borough for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the London Borough of Tower Hamlets website.

Learners with current Statements of Special Educational Need will continue on these until the Borough reviews their provision to decide if they fulfil the criteria for an Education, Health and Care Plan. There is a three year transition period for reviewing all students on Statements of Special Educational Need to decide if they fulfil such criteria and the Borough has a programme for this transition.

Learners with SEN who have Statements of Special Educational Need or Education, Health and Care Plans will receive a higher level of support than other students and such support is co-ordinated by the SENCO. Their Statement of Special Educational Needs or Education,

Health and Care Plan will be reviewed regularly, at least once per year, with the parent/carer, student and appropriate outside agencies.

### **Working with outside agencies**

Where a student with SEN is not making progress and South Quay College feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such Learners, using their support and advice. South Quay College has a contract with the Borough EPSS Service (Educational Psychology Support Service) to whom we make referrals for Advisory Support Teachers and Educational Psychologists. South Quay College also works with other external agencies such as the Services for Sensory Support, Young person and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy, the Phoenix Outreach for Tower Hamlets, Physiotherapy and Occupational Therapy Services.

### **Training for staff supporting children and young people with SEND**

College staff have received a range of training at three levels; awareness, enhanced and specialist.

**Awareness training** has been provided to all staff on:

- How to support students with dyslexia and literacy difficulties
- How to support students with Dyscalculia and Maths anxieties
- How to support students on the autistic spectrum
- How to support students with behavioural difficulties
- How to support students with speech, language and communication difficulties
- How to support students with social, emotion and mental health difficulties
- How to support students with Attachment difficulties

**Enhanced training** has been provided to staff on:

- Leading a Nurture Group
- Restorative Justice
- Attendance at the Termly SENCo Conference

**Specialist training** has been provided to the staff on:

- The College has regular visits from SEND specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupil
- The NHS Speech Language Therapist visits weekly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.
- The Educational Psychology Service visits bi-weekly to assess, plan and deliver training on Outcome driven target setting and Solution focused planning.
- Elklan training has been provided by Barts Trust to 2 staff members to further develop our Communication and Interaction provision
- Catch up Literacy and Numeracy has been attended by 3 staff members to further develop our Literacy and Numeracy provision and interventions
- Pathological Demand Avoidance (PDA) as aspect of Autism training has been delivered to the SEND team
- 'Zones of Regulation' training delivered by Barts Trust to SEND Team

- Online training on using the Boxall Profile with students who present with significant Social, Emotional and Mental Health issues.
- Mental Health First Aid training Certificate (3 days) has been attended by 4 staff

### **Parent and Young person involvement**

South Quay College puts working with parents/carers and students at the centre of its work. Progress reviews are provided to parents each term for all Learners. There is also at least one parents evening per term for both KS4 and KS5. Students are also regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEN are encouraged to express any concerns they may have to the SENCO, SEN staff, Course Tutors, Progression Coaches and Retention Workers, or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents and Carers are equally at the centre of supporting their Young person. They are fully involved in decisions about support for their Young person, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at College if they have any concerns about their Young person. The SENCO is always pleased to discuss any concerns involving SEN with parents and carers.

All students with Statements of Special Educational Needs or Education, Health and Care Plans will meet at least once a year with the Senco to review their progress and provision. All students receiving intervention by the SEN Department will also receive regular communication from the Senco about the intervention(s). The Senco is always happy to communicate with any parent of a student with SEN whether by telephone, email or face to face meeting.

### **Support for Students overall well-being**

The College offers a wide variety of pastoral support for students This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) and SMSC (Social, Moral, Spiritual and Cultural) Curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being
- Small group evidence-led interventions to support student's well-being are delivered to targeted students and groups. These are identified on the provision maps and aim to support improved interaction skills, emotional resilience and wellbeing
- Students who find outside class times difficult are provided with alternative small group opportunities within the College and action is taken to develop their social interaction skills
- The College councillor and Progression Coaches are available for targeted and drop in sessions for any students who are having difficulties in or out of school.

### **Supported Internships**

Our supported internships scheme helps young people aged 16 to 24 with complex learning difficulties or disabilities to find work.

The scheme is run by South Quay College who work with employers to:

- find a job that suits the abilities of each intern
- create a unique study programme so all interns can learn the necessary skills to do the job

Study programmes include on-the-job training with expert coaches responsible for supporting both interns and their employers.

### **Equality (incl. accessibility)**

'All schools have duties under the Equality Act 2010 towards individual disabled Young persons and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014 South Quay College is an inclusive College and actively seeks to promote the inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEN and disabled students to enable them to participate in all College trips and other out of class activities. For more information, refer to our Disability, Equality Policy and Accessibility Plan in the Policies section of our website. Learners with SEN are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEN have been involved with the following clubs: lunchtime, breakfast and break time clubs, homework club, music studio club, , sports clubs, and charity events. SEN students have also participated in student panels for deciding on room alterations and a technology suite.

### **Accessibility of the College environment**

The South Quay College buildings have been adapted in full compliance with Disability Discrimination Act (1995) specifications. This includes:

- Disabled parking spot provided and clearly marked
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps are in place to ensure the site is accessible to all
- Disabled toilets on every floor
- A medical room has been provided in order to enable a safe place for insulin testing/injections.

### **Inclusion in activities outside the classroom including College trips**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all College activities
- The College ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any College provided activity.

### **Transition**

South Quay College understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and Learners, especially for students with SEN.

For students with SEN, the SENCO at South Quay College liaises with SENCOs from our feeder Secondary schools, who pass on all relevant information, including SEN files. Parents/Carers of students with SEN in Secondary schools whose Young person will be coming to South Quay College are always welcome to contact our SENCO who will discuss your Young person and their provision on the telephone or arrange a meeting for you (and your Young person if appropriate) to come in to discuss this.

All KS4 students who will be attending South Quay College, are invited in for a transition day in the summer term, when they spend the day with their peers, and take part in activities to help them adjust to life at South Quay College. Many students with SEN are invited in for extra transition sessions to introduce them to life at South Quay College and to try to allay any anxieties as much as possible.

South Quay College creates its Core Groups and Study programmes with great care and the Head of KS4 and KS5 places students with SEN in Groups in conjunction with the SENCO, using all the information they have available.

For students with Statements of Special Educational Need, the SENCO will attend Transition Statement Review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENCO will put in place a more personalised transition programme, in conjunction with the Secondary School and parents/carers. Parents/Carers of students with Statements of Special Educational Needs in Year 11 who are considering a placement at South Quay College are very welcome to contact the SENCO at South Quay College at any time to discuss their Young person's needs or arrange a meeting or visit to South Quay College.

For students leaving Year 11, the SENCO works with our Tower hamlets Careers Advisor (Careers, Education, Information, Advice and Guidance) to ensure that all students have thought through their next steps and have at least two applications to post-16 providers. We also liaise with their next provider to ensure that they understand about a Learner's support needs. All students with a Statement of Special Educational Needs or an Education, Health and Care Plan will have access to our Guidance Advisor from Year 9 onwards.

For students with SEN entering our KS5 provision, their support will be discussed with them and their parents and provision put in place as appropriate.

### **Funding for SEN**

The Borough funds schools in two ways to support their SEN provision. This is through Element 2 and Element 3. In addition the EFA provides Element 2 funding for KS4 learners, and Disadvantage Block 1 and 2 Funding for KS5 Students.

### **Anti-Bullying**

South Quay College is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within our community. Emphasis is placed upon the development of a College culture and expectation that bullying is unacceptable, challenged and resolved. For more information about how our College responds to bullying incidents, please refer to our Anti-Bullying Policy in the Policies section of our website.

### **Staff**

#### **All staff are responsible for SEND students achieving their full potential**

However the Key staff working with students with SEND from September 2018 are as follows:

**Deputy Principal:** (Curriculum). Responsible for monitoring the progress of all students including interventions for students requiring any additional support.

**Assistant Principal:** (Inclusion and SENCO). Responsible for ensuring all students receive the support they need in an inclusive College environment.

**SEN Student Journey Lead:** Responsible for managing High Needs students Mulyi-agency casework and delivering SEMH interventions.

**SEN Administrator:** Responsible for compliance with all regulations within the Children and Families Act (Part 3) 2014 and the SEND code of practice.

**SEN Learning Mentors:** Working with SEN students both in-class and on intervention programmes.

**SEN Learning and Progression Worker:** Responsible for providing Job Coaching to students when on work experience or on Supported Internships

**SEN Governor.**

### **Complaints**

Complaints about issues to do with Special Educational Needs should follow South Quay College standard procedure for dealing with complaints. Please see the 'Procedure for Complaints' policy on our website or request a paper copy to be sent to you.

Main Contact: Karin Compton Assistant Principal for Inclusion

Written: June 2018

Review Date; July 2019