

SEN INFORMATION REPORT

	Question	
1	<p>How does the College know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>The progress of all pupils is monitored regularly by subject teachers, the Pastoral Team and the Senior Leadership Team so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.</p> <p>Before pupils join Collingwood College our staff will have made contact with the previous school to gather information about them. Pupils already on Special Educational Needs register are highlighted and information is passed to their new teachers. All Year 7 pupils are screened on entry using the Middle Years Information System (midYIS) which is a measure of innate ability. Any pupil 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 pupil concerned.</p> <p>The SEN register is reviewed on a termly basis and an up to date copy can be found on the staff shared area, along with information and teaching strategies. Information from the SEN register is on staff class lists and seating plans (Edulink).</p> <p>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 our Special Educational Needs Coordinator (SENCo), Mrs Jessica Hawkemore J.Hawkemore@collingwood.surrey.sch.uk, telephone 01276 457600. The SEN Policy can be found on the College website.</p> <p>Covid-19 adjustments: Students will continue to be assessed as described and meetings with primary schools will occur over TEAMS / virtually. Assessment periods may take longer due to capacity following the College risk assessment. Specialist assessment for access arrangements will still take place but where an assessment can wait, it should (SASC guidelines).</p>
2	<p>How will college staff support my child/young person?</p>	<p>Collingwood College is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015).</p> <p>We take a holistic approach to supporting learners through the pastoral teams (Year Manager, Form Tutor) and through academic departments. We adopt a graduated approach to meeting student needs; through quality first teaching our staff make reasonable adjustments to help include all students. All</p>

Collingwood College staff have access to training to support students with SEN using differentiation and appropriate strategies. For staff working with named students of particularly high need, for example those with a statement of SEN or an Education, Health & Care Plan, the SEN department runs pupil-specific training sessions. Our staff can cater for learners who may have difficulties with: Cognition & Learning; Communication & Interaction; Social, Emotional & Mental Health; and Sensory & Physical Needs. We have staff trained in the following areas: Attention Deficit Disorder; Autism Spectrum Disorder; Bereavement; Dyslexia; Dyspraxia; English as an Additional Language; Hearing Impairment; Physiotherapy; and Visual Impairment. We make reasonable adjustments to our practices to comply with the Equality Act (2010).

When the school identifies the need for additional support to enable a student to make expected progress the parents/carers will be informed by the subject teacher. In the event that Special Educational Needs intervention is necessary, parents/ carers will be informed and needs discussed through SEND arrangements (document which outlines the student's needs).

Our school provision map shows the range of interventions in place that will be used where we identify students who will benefit from these interventions. All the intervention programmes we use are tried and tested and known to support students to make increased progress.

We will monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.

Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO on the progress of pupils with SEND. The Governor linked to the SEN department is Edwina Bridle.

Covid-19 adjustments

LSAs and support staff will distance from students where possible and may wear a mask or/and a visor. LSAs will be placed in year group bubbles and where possible will not cross over to other bubbles. If lessons are being taught remotely, then where possible LSAs will join the lesson so they can follow up with students who need further support. In the case students with an EHCP are at home isolating, the SEND team will contact the families and offer remote support.

Outside agencies will still visit students where it is absolutely necessary, and the meeting cannot be conducted virtually. All Annual Reviews will be organised virtually over TEAMS. Teachers will be

		<p>teaching from the front and SEND students (where possible) will be sat where LSAs can get to them (for example at on the back row or on the aisle. Provision / Interventions will still run as described but on a reduced offer to reduce student contact across bubbles.</p>
3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>Differentiation is embedded in our curriculum and practice and we expect all teachers to make reasonable adjustments to meet the needs of all learners. All teachers and Learning Support Assistants are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum. For example, if a student has Speech, Language and Communication Needs our staff will use simplified language and pictures to support them to understand new vocabulary.</p> <p>Pupils can choose from a wide variety of options for GCSE and other accredited courses are offered as well as alternative provision for high need pupils. We have a tailored personalised curriculum, and some high need pupils will have individualised programmes to meet their needs. We support 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.</p> <p>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 modern foreign languages (MFL) 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.</p>
4	<p>How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>Parents/ carers will receive one written report each term which details current attainment, attendance and attitude to learning. Parents/carers will be invited to Academic Review Meetings each year with the form tutor to discuss the support that the school provides and how they can help their child at home. At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better. In addition, parents and carers are invited to one Parents Evening each year; this is an opportunity to meet with subject teachers to discuss progress in individual subject areas.</p> <p>Specific students with a high level of need will have a SEND arrangement document, or a Pastoral Support Plan. The SENCo or Deputy SENCo will invite parents and carers to contribute to the planning, and the SEN department will contact parents when reviewing the documents with students.</p>

		<p>Parents are able to monitor their child's behaviour and praise point records on the Parent Portal. We encourage parents to keep in touch with the College through the Pupil Planner and via the dedicated online communication system which can be found on the Parent Portal.</p> <p>Covid-19 adjustments All meetings were possible will be remote.</p>
5	<p>What support will there be for my child's/young person's overall well-being?</p>	<p>Students are supported through both our teaching and pastoral teams. All staff who regularly work with students have received training to enable them to provide a high standard of pastoral support. Key staff are trained to support medical needs.</p> <p>Year Managers and the Inclusion Officer (previously known as the Educational Welfare Officer) regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>Our Behaviour Policy includes guidance on expectations, rewards and sanctions, all staff adhere to this.</p> <p>Student Voice is central to our ethos and student leaders are invited to meet with senior staff and governors on a regular basis. We encourage 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.</p> <p>Parental views are important to us and we encourage parents and carers to contribute to our Parent Focus Groups and to our yearly Parent Survey.</p> <p>Covid-19 adjustments The College is committed to a recovery curriculum and has planned a well-being day. Senior Leaders are aware of the need to consider well-being during this complicated time and areas like the Zone continue to be available to students where the pastoral team feel there is a need. Other provisions like the sensory room remain available to students with Covid-19 adjustments in place (for example the removal of soft furnishings)</p>
6	<p>What specialist services and expertise are available at or accessed by the college?</p>	<p>All of our teachers hold qualified teacher status, and teaching staff and support staff receive regular training on high incidence Special Educational Needs issues through our in-house training programme.</p> <p>Our SENCo Mrs Hawkemore is a qualified teacher and she holds the National SENCo Award, an MSc in specific learning difficulties, had AMBDA (2012). Our Deputy SENCo (behaviour specialism), Mr Eaton is</p>

		<p>a qualified teacher, who holds additional qualifications in MLDP (Middle Leader Development Programme) and had had Team Teach training.</p> <p>We have a number of established relationships with professionals in Health; Educational Psychology; Behaviour Support; neighbouring specialist schools and social care. All external partners are vetted in terms of safeguarding; and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. We discuss any possible referrals with parents in the first instance and gain full consent before proceeding with a referral.</p> <p>The College has three members of staff who have been trained to deliver bereavement support to affected students.</p> <p>We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help maintain their progress and engagement within the learning environment. Our designated teacher (Mrs Nicola Everson) meets with Social Care and the Virtual School to ensure the student's wider needs are met. A Personal Education Plan (PEP) is produced to help support the student to develop holistically.</p>
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Our SENCo is an experienced, qualified teacher and holds the National SENCo Award, an MSc in SpLD, achieved AMBDA (2012). We currently have three Higher Level Teaching Assistants (HLTAs) who have completed their training.</p> <p>The SEN department runs regular training sessions for all staff on the specific needs of students, and we regularly invest time and money in training our staff to improve wave one provision. The SENCo and her deputy attend regular network meetings, conferences and training events to keep up-to-date with SEN topics.</p>
8	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum, including activities outside the classroom. We make reasonable adjustments so that students can join in activities regardless of their needs. All staff running trips are trained in the EVOLVE process and complete risk assessments. For students with a statement of educational needs or an EHC plan, we provide adult support on trips, when necessary, and where applicable we work with parents / carers when planning trips.</p> <p>Covid-10 adjustments</p>

		Trips and other extra-curricular activities are frequently reviewed by the Principal and the Leadership team and activities will run where they are safe to do so (in line with the College risk assessment).
9	How accessible is the setting college environment?	<p>We value and respect diversity in our setting and do our very best to meet the needs of all our learners. Our Accessibility Plan is robust, and our staff are aware of their duties and responsibilities under the Equality Act (2010).</p> <p>When necessary, we develop timetables based on the student's needs. For example making sure all lessons are accommodated on the ground floor.</p> <p>There are disabled toilets on site, and the 6th form centre has lifts. Most access points and doorways in corridors are electronically operated allowing wheelchair users to pass through without the need of support.</p>
10	How will the setting /school / college prepare and support my child/young person to join the college, transfer to a new setting?	<p>We have a comprehensive Induction program in place for welcoming new learners to Collingwood College and we maintain good relationships with feeder schools as well as settings that students move onto, such as local colleges.</p> <p>We liaise early on with parents and carer's of new students to ensure that we skilfully manage the transition. This includes writing to parents / carers, inviting parents / carers in (when appropriate) with the young person.</p> <p>We assess students who have been identified as SEN by their primary school in year 6, before they are put into classes and forms here in year 7, so that each student is challenged to the best of their ability.</p> <p>Students are offered access to impartial information, advice and guidance about moving on to new settings whether this is in education, employment or training. One to one careers guidance meetings are available for Years 8-13, where students have the opportunity to talk through their options with a member of staff. High need students may be further supported by accompanied college visits if parents are unavailable or unable to fulfil this role.</p> <p>Covid-19 adjustments The College at the moment is unable to send staff out to visit other educational placements, we will however continue to work together to support young people on the next stage of their journey.</p>
11	How are the college's resources allocated and matched to children's/young	We review the needs of the learners within the College and endeavour to put in place provisions to cater for those needs. Some of the funding the school receives may go towards funding for training so that in-house provision is more targeted at needs. The SENCo and other senior staff carry out learning walks,

	<p>people's special educational needs?</p>	<p>pupil pursuits, and pupil observations which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.</p> <p>Budgets are closely monitored and funds are disseminated according to pupil allocation and need. Our provision management tool looks at the impact of intervention on the progress of learners. Decisions are made about whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.</p>
12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>The SENCo liaises with key staff in the College where there are concerns about progress. Following the sharing of information decisions are made about the most appropriate types of support for the student. Students and parents are consulted and a Pupil Passport (a one page profile of the student that gives teachers a clear overview of the whole child) is created.</p> <p>All staff are expected to differentiate lessons to meet student need. Departments offer catch-up sessions for students who have gaps in their subject knowledge.</p> <p>The SEN team regularly monitor the students on the SEN register. This helps us find what the gaps may be in order to develop the practices and programmes to meet those needs.</p> <p>All interventions have clear objectives which are set at the start of the process. The objectives are reviewed regularly to determine their effectiveness and also determine the duration of the provision. Parents/ carers and the student are consulted as appropriate.</p> <p>Covid-19 adjustments Interventions will continue to run on a reduced offer due to rooming and staffing capacity.</p>
13	<p>How are parents involved in the college? How can I be involved?</p>	<p>We value the input of parents and we encourage parents to have contact with staff, including teaching, pastoral and SEN as needed. This can be via a phone call, email or visit to the school for a meeting.</p> <p>Where more detailed information is needed, for instance with options or trips, parents are invited to information evenings here at Collingwood.</p> <p>Parents/ carers are invited to meetings to discuss progress and forward plan where Pathways Plans, SEND arrangements, Pastoral Support Plans, Statements, or Education, Health and Care Plans are in place.</p> <p>Where more intensive support is needed, a referral can be made to a Family Support Worker, through the CSPA (children's services).</p>

		<p>Covid-19 adjustments All meetings where possible, will be remote.</p>
14	Who can I contact for further information?	<p>In the first instance if a parent/ carer has a concern they are encouraged to speak to the subject teacher or the form tutor. If the matter cannot be resolved at this stage then the SENCo may become involved and a meeting convened to discuss the nature of the issue and to seek a resolution. The SENCo is Mrs Jessica Hawkemore J.Hawkemore@collingwood.surrey.sch.uk Tel: 01276 457600.</p> <p>A copy of the College's Parental Concerns Policy can be found on the website. Where a resolution cannot be found then parents/ carers will be advised to seek external support through the Surrey SEND Information, Advice and Support Service (SSIASS http://www.sendadvice.surrey.org.uk/)</p>