

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

Updated 16 October 2014 (Under continual review)

College Name:	Groby Community College
Address:	Ratby Road, Groby Leicester LE6 0GE
Telephone Number:	0116 287 9921
Name of Head teacher/Principal:	Mr Robert Coles
Head teacher/Principal's contact details:	principal@grobycoll.com
Website address:	www.grobycoll.com
Facebook account details:	www.facebook.com/grobycommunitycollege
Twitter Feed details:	https://twitter.com/grobycoll
College Specialism:	
Age Range of students (start and finish) to include Post 14 onwards where relevant):	14 - 19
Date of Last Inspection:	February 2013
Outcome of last inspection:	Good with outstanding features

Does school/college have a specialist designated unit/additional learning support department?

Yes ✓

Total number of students with special educational needs at college/setting :	131
Total number of students receiving additional learning support:	115

Grobby Community College: College Offer for Students with Special Educational Needs/Disability (SEND)

At Grobby Community College (GCC) students with SEND are supported by the Learning Support Team (LST). The LST is comprised of the Special Educational Needs Coordinator (SENCO), Assistant SENCO, Senior Higher Level Teaching Assistant (SHLTA), 3 HLTAs, who are specialists in English, maths and science, and a team of Learning Support Assistants (LSAs). The team works very closely with classroom teachers to ensure that they are trained and supported to meet the needs of all students in the mainstream classroom. The team also run small group sessions and 1:1 lessons, where applicable, to ensure that all students make outstanding progress whatever their need. The team works closely with external agencies such as Autism Outreach, the Education Psychology Service and the School Nurse Team, to ensure that students receive the required specialist support.

How does Grobby Community College know if my child needs extra help?

We know when students need help if:

- ✚ Concerns are raised by the student, parents/carers or teachers
- ✚ Previous schools have informed us, at the time of transfer, of the extra help needed in their school
- ✚ The results from standardised testing on entry/induction testing are of concern
- ✚ Limited progress is being made. (All students' progress is monitored half-termly by their classroom teachers, curriculum leaders, and the senior leadership team).
- ✚ There is a significant change in progress or behaviour across several subjects

The early identification of special educational needs is really important in order to minimise difficulties later on. The process is ongoing but concerns may be identified at any time in the students' school career from any of the following sources:

- ✚ Information gained at transfer from previous school
- ✚ In-class observations of the new intake by the LST/teachers during the first half of term
- ✚ Concerns raised by external agencies
- ✚ Concerns raised by parents
- ✚ Referrals from class teachers, tutors, the Well-being Team and the LST
- ✚ Regular, on-going teacher assessment
- ✚ Internal examinations and other assessments

Once a concern about a particular student has been raised, the SENCO will assess the students' learning needs and who will then work closely with the student and their parents/carers. All staff at the college are committed to working in partnership with parents in supporting all students. Throughout the identification and assessment process the involvement of parents/carers is vital. At times, both in and out of college, parents are encouraged to share in the assessment process and management of their own child's special educational needs.

How will GCC let me know if there are concerns about my child's learning?

Student levels and progress data are issued to parents/carers half termly. This will give you a picture of how your child is progressing. If a subject teacher is concerned about your child's progress they may call you to discuss ways that your child could be supported to make progress.

Using the prior data from previous schools (or from our initial assessments if this is not available) GCC sets aspirational targets for students in all subjects to use as a measure of progress. Student progress data is reviewed at least half termly. This is done both through line management where

the curriculum leader meets with a member of the senior leadership team to discuss progress of the students in their subject, and also through Student Wellbeing Team (SWBT) meetings. This is where the SENCO, Assistant Principal (SEND/Wellbeing) and members of the SWBT meet to discuss the students in a year group who are not making expected progress in one or more subjects. Students who have not made expected progress are targeted for extra support to ensure they achieve. The SENCO also tracks all students on the SEND Record half termly to ensure that they are making progress in all their subjects. You may receive a phone call from your child's class teacher, a member of the SWBT, an HLTA, a curriculum leader or SENCO depending on where the issue with your child's progress is and what the college has decided is the best course of action for addressing the issue.

The progress of children with a Statement of SEND/Education, Health and Care Plan (EHCP) is formally reviewed at an Annual Review, which includes all adults involved with the child's education. At this meeting a student's Learning Passport (LP) will also be reviewed. A student's LP provide a dialogue between the student and their teachers as to how their SEND impacts on their learning and the strategies that work best for them. Their passport is centred round their particular needs and their aspirations for the future. You will have further opportunities to review their LP each term and you will also have the opportunity to discuss your child's progress with each subject teacher at parent's evenings.

Assessment

In addition to the subject based tests and assessments, the LST uses a range of assessments to assist us in obtaining clear picture of a student's difficulties and these include:

Universal	Targeted	Specialist
<ul style="list-style-type: none"> ✚ GL – National Group Reading Assessment at point of transfer ✚ Vernon's Spelling 	<ul style="list-style-type: none"> ✚ LUCID Exact Secondary (Access arrangements) – Reading accuracy and speed, spelling, writing and typing speed ✚ PATOSS – speed of handwriting ✚ CAT – Cognitive Ability Test ✚ PASS – Pupil Attitude to School Survey 	<ul style="list-style-type: none"> ✚ LUCID Rapid – dyslexia screener ✚ Educational Psychology Assessment ✚ CTOP – Comprehensive ✚ Test of Processing ✚ WRAT – Wide Range Assessment Test, Expanded, single word reading, reading comprehension ✚ DASH – speed of handwriting ✚ GL - Dyscalculia Assessment

What are the different types of support available for student with Special Educational Needs? Who helps my child with SEND?

Under the new Code of Practice Special Educational Needs and provision can be considered as falling under four broad areas:

- 1: Communication and Interaction
- 2: Cognition and learning
- 3: Social, mental and emotional health
- 4: Sensory and/or physical

Many children and young people have difficulties that fit clearly into one or these areas; some have needs that span two or more areas.

If a student has needs related to more specific areas of their learning such as spelling, comprehension or numeracy, then the student will be placed in a small intervention group, this will be run by an HLTA or LSA and may take place on an individual or small group basis during morning registration. The effectiveness of all the below interventions will be regularly reviewed by the LST, SENCO and line manager, in order to inform future planning for the student(s). This is done through regular analysis of student progress data – both national curriculum levels and reading and spelling standardised scores; also monitoring the quality of lessons/interventions and small groups through observation, learning walks and drop-ins.

Communication and Interaction Needs (C & I Needs)		
Universal – ALL STUDENTS, ALL CLASSROOM TEACHERS	Targeted – SMALL GROUPS OF STUDENTS	Specialist – INDIVIDUAL STUDENTS
<p>Quality first teaching In every classroom for every curriculum subject which Includes:</p> <ul style="list-style-type: none"> • Targeted work to match the needs of the individual, • Differentiated/personalised tasks • A clear understanding of how to support students with barriers to learning • High use of visuals and scaffolding to support understanding • Careful groupings to support and encourage interaction 	<ul style="list-style-type: none"> • Learning Passports: guidance to teachers on specific students with Communication and Interaction needs • Targeted small 'Friendship Group' work to support the development of social skills and interaction • Targeted small group support in class for students with C & I needs where appropriate • Transition Group mentor – working with year 9 students before they arrive at GCC • Flexible Learning Pathway curriculum at Key Stage 4 (includes: The Prince's Trust xl Award with units on Interpersonal and Self Management Skills • BTEC Level 1 Construction 	<ul style="list-style-type: none"> • Specialist 1:1 support from a speech and language therapist for students with Statements/EHCPs (where recommended) • Additional 1:1 support from SENCO/Transition Coordinator • Provision of specialist equipment such as the use of a word processor or translator

Cognition and Learning Needs (C & L Needs)		
Universal	Targeted	Specialist
<p>Quality first teaching In every classroom for every curriculum subject which Includes:</p> <ul style="list-style-type: none"> • Targeted work to match the needs of the individual, 	<ul style="list-style-type: none"> • Learning Passports: guidance to teachers on specific students with C & L Needs • Literacy and numeracy: targeted 	<ul style="list-style-type: none"> • 1:1 support from outreach services • Provision of specialist equipment such as use of an Alpha Smart word

<ul style="list-style-type: none"> • Differentiated/personalised tasks • A clear understanding of how to support students with barriers to learning • High use of visuals and scaffolding to support understanding, literacy and numeracy 	<p>small group and 1:1 interventions</p> <ul style="list-style-type: none"> • Targeted small group support in class for students with C & L Needs • Flexible Learning Pathway curriculum at Key Stage 4 (includes: Functional Maths and Functional English) • BTEC Level 1 Construction 	<p>processor/memory sticks</p>
--	--	--------------------------------

Social, mental and emotional health needs (SMEH Needs)		
Universal	Targeted	Specialist
<ul style="list-style-type: none"> • Quality first teaching In every classroom for every curriculum subject which Includes: a clear understanding of how to support students with social, mental and emotional health needs 	<ul style="list-style-type: none"> • Learning Passports: guidance to teachers on specific students SMEH Needs • Small group support from the Transition Coordinator • Flexible Learning Pathway curriculum at Key Stage 4 (includes: Prince's Trust xl Curriculum) • BTEC Level1 Construction 	<ul style="list-style-type: none"> • 1:1 support from or referral to an Educational Psychologist • Counseling referrals • 1:1 support from School Nurse service • 1:1 support from or referral to Child and Adolescent Mental Health Services (CAMHS) • Personalised timetable or modified curriculum to provide in built time for catch up, intensive learning or other specialist support

Sensory and/or Physical Needs (SP Needs)		
Universal	Targeted	Specialist
<ul style="list-style-type: none"> • Quality first teaching In every classroom for every curriculum subject which Includes: a clear understanding of how to support students with sensory and physical needs 	<ul style="list-style-type: none"> • Learning Passports: guidance to teachers on specific students SP Needs • Small group support from the Transition Coordinator and or SENCO • Flexible Learning Pathway curriculum at Key Stage 4 (includes: Prince's Trust xl Curriculum) if applicable • BTEC Level 1 Construction 	<ul style="list-style-type: none"> • 1:1 support from LSA in class • 1:1 support from peripatetic outreach teacher e.g. Autism Outreach Team • 1:1 mobility support where appropriate • Provision of specialist equipment such as enlarged exam papers/texts/word processing tools

How will teaching and learning be matched to my child's needs?

At GCC we offer a broad and balanced curriculum, which promotes equal opportunities for all students whatever their gender, background, race, ability or special educational needs. We believe that it is desirable for students with special educational needs to be taught within a mainstream classroom setting. Quality teaching ensures that all students' needs are catered for in all our classes throughout the college. This is monitored by regular quality assurance focus weeks, learning walks and lesson observations by the Senior Leadership Team and SENCO.

When a student has been identified with special educational needs, the subject teacher and support staff work together to ensure that barriers to learning are minimalised to enable them to access the curriculum more easily. Learning Passports for every student on the SEND Record provide specific advice and guidance on how classroom teachers can support students with SEND.

The use of regular assessment and reviews of progress provide teachers with vital information that they can plan together with support staff the next steps for all learners within their class whether they have special needs or not. Regular training for staff on supporting students with SEND is held so that teachers have a clear understanding of the reasonable adjustments they need to make for students with SEND in their lessons. We hold the clear belief that nothing less than outstanding progress is acceptable for students with SEND.

Training toolkits are delivered regularly for teachers and support staff in order to develop knowledge and understanding of difficulties students with special educational needs may encounter with learning. Learning Passports are regularly reviewed to ensure the dialogue between SEND students and their teachers is maintained and is informative. HLTAs and newly qualified teachers receive specific session on students with SEND as part of their school-based induction. Staff, regularly, update their knowledge and awareness of issues relating to SEND through attendance at relevant courses and whole staff training delivered by the SENCO/external agencies. Feedback is subsequently shared within the department and to appropriate staff throughout the college.

How are equipment and facilities used to support the learning of students with SEND? How does the college adapt the learning environment for students with SEND?

The college building has had reasonable adjustments made to ensure that students are safe and can access the building independently. For example every set of stairs is fitted with a wheelchair lift and ramps have ensured that access is possible from all entrances/exits. As a college we work closely with Occupational/Physiotherapy NHS teams to ensure individual needs are met and we are always happy to discuss individual access requirements with parents and their child. If appropriate, specialist equipment may be given to the student to use e.g. coloured overlays, reading rules, pen/pencil grips, bilingual dictionaries, memory sticks and the use of an Alpha Smart word processor if appropriate.

The college also provides a nurturing environment in the Hub, where more vulnerable students can spend their unstructured times. The LST are always on hand to ensure the Hub is maintained as a safe and purposeful environment for those who don't like the hustle and bustle of the main dining areas. During these unstructured times students are encouraged to develop appropriate friendships, play a range of games such as chess, read, complete homework and develop their own small interest groups (clubs).

What activities are available for students with SEND in addition to those available in accordance with the curriculum?

Students with SEND benefit from a range of extra-curricular activities from daily homework support, extended support, residential trips to build social and emotional skills and self-esteem. As an inclusive college, they are also entitled to attend the full range of extra curricular activities that are open to all students.

Which external agencies will my son/daughter/ward be referred to? How does the college work with other agencies?

At GCC we believe that a joined up approach is beneficial and all professionals involved in working with a student should work closely together with the student at the heart. If targeted support and interventions run by the LST/SWBT are not resulting in outstanding progress for your son/daughter/ward then we may consider referrals to external agencies. If a student joins us from another school and we are informed that there are links with an outside agency then we will continue those links until we are sure that the student is making outstanding progress.

A referral will be made with your consent and input and forwarded to the most appropriate agency. After a series of assessments by the relevant professionals, then a programme of support is usually provided. In some cases classroom teachers are provided with college-based in service training provided by the following agencies in addition to training already provided by the SENCO:

- Educational Psychologists
- School Nurse service
- Medical and Health services
- Visual/Hearing Impairment Teams
- CAMHS
- Occupational/Physiotherapy
- Social Services
- Family Support Services
- Autism Outreach Team

We use the outstanding special schools in the locality as resources for advice, support and guidance on working with students with SEND e.g. Forest Way Alliance.

Local Offer website link: http://www.leics.gov.uk/index/children_families/family/local_offer.htm

How does GCC consult students and parents about SEND?

There is a forum for consultation and for parents/carers to be involved in making decisions about their son/daughter/ward's provision through the Annual Review meeting/Learning Passport review meetings. Additionally, the SENCO and key pastoral members of staff encourage parents/carers to maintain an open dialogue throughout the college year. Members of staff are always available for discussion via phone, email or through a pre-arranged meeting. We welcome parent evaluations and student voice, to help us to further develop our offer.

What should I do if I am not happy about how my child's SEND are being supported?

Any complaint about the special educational provision within the college should in the first instance be directed to the SENCO by email, phone or letter. If the issue(s) is unresolved contact should then be made with the Principal of the college. In the unusual circumstances that the issue is still not resolved it should then be referred to the SEND governor. The Principal and /governor contact details are available on the college website.

Grobby Community College's complaints policy URL is as follows:

<http://www.grobbycoll.com/images/pdf/complaints-policy-and-procedure-2013-14.pdf>

How does GCC help my child when they are beginning or finishing college? Secondary Transition Year 9 to Year 10

At GCC we understand that the transition between high school and college can be a very stressful time for students and parents alike. We try our best to minimize the stress with promoting as much independence as possible for all our students. Even before you son/daughter/ward starts at GCC, a significant amount of preparatory work has been carried out. This includes:

- The SENCOs of feeder schools and the college liaise to ensure that the appropriate SEND information is transferred from the high schools.
- The college SENCO arranges visits to the feeder schools to discuss individual needs with staff and to meet students and parents whenever possible.
- The SENCO will attend all feeder school Annual Reviews of Statements/EHCPs to discuss the transition and aspirations for the future and the family has a chance to ask questions about any aspect of college including the support for students with SEND.
- The SENCO will have liaised with external agencies, where appropriate, to share relevant information for a smooth transitions, Key Stage 3 to 4 and Key Stage 4 to 5.
- Members of the LST/SWBT may arrange visits to the feeder schools to discuss individual needs with their counterparts and to meet students where ever possible.
- To support the transition from Key Stage 3 to 4 all students will be invited to attend a three-day induction where they get to meet new friends, teachers and have a 'taste' of college before the summer holidays.
- To support the transition from Key Stage 4 to 5 specialist advice and guidance will be available for those students with SEND. An advisor will also attend the Annual Review of a Statement of SEND/EHCP.
- For some students individual visits may be made to the college to enable them to familiarise themselves with staff and the building before their induction. Parents are also encouraged to liaise with the SENCO to alleviate any anxieties surrounding transition.
- The Transition Coordinator will work with those more vulnerable students on a programme designed to support them with the process of transition. Contact is maintained with this vulnerable group throughout the summer holiday prior to transition.

All the information is disseminated to relevant staff and used to ensure the most appropriate groupings, which will enable students' fullest access to a broad and balanced curriculum. For some students with SEND a Learning Passport will be prepared and shared with staff as part of training at the beginning of the school year. This ensures teachers are fully aware of the needs of the students they teach.

Grobby Community College SEND contacts:

Click on the links below to be directed to the staff contact form

- [Ms Sue Varnam – SENCO svarnam@grobbycoll.com](mailto:svarnam@grobbycoll.com) Direct line: 0116 281 7005
- [Mrs Kay Pratt - Assistant SENCO kpatt@grobbycoll.com](mailto:kpatt@grobbycoll.com) Direct line: 0116 281 7005