

The City of Leicester College SEND information report

What kinds of special educational needs does the school/setting make provision for?

The City of Leicester College is a vibrant and popular 11–19 College with a commitment to the highest level of pastoral care and academic achievement. We are a truly comprehensive multi-cultural College offering unique opportunities for all students.

Our 'motto' Be Happy, Be Ambitious, Make a Difference reflects our aim to develop young people who will experience contentment, aspire to great acts and play their part in society. It challenges our young people to flourish now and develop essential lifelong skills and character to ensure a bright future.

To ensure that the needs of SEN students are fully met we liaise regularly with external agencies that visit pupils in lessons and in the home environment and/or provide extra assessments to ensure that the strategies and interventions put in place are the most effective.

At The City of Leicester College, we aim to:

- Make sure that the arrangements made for students with special educational needs are in line with the requirements of the Special Educational Needs and Disability Act and Equality Act 2014
- Support our SEND students to make progress in all aspects of their education from whatever their starting point in order to achieve the best possible outcomes and prepare them for their future life
- Make sure that students with special educational needs are able to take part in all the activities of the school including those that take place out of hours
- Make sure that our students are involved in decisions made about themselves and their education
- Make sure we involve or parents in reviews and keep them informed about their children's progress and opportunities available to them.

The school SEN policy is reviewed annually and revised in discussion with parents/carers, pupils, staff and governors. You can get a copy of the school SEN Policy from the school website: www.cityleicester.co.uk

How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

At The City of Leicester College Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

We follow a graduated response procedure. The teacher working with the SENCO should assess where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness.

They should draw on evidence from a clear analysis of pupil's need such as:

- teacher's assessment and experience of the pupil;
- information on pupil progress, attainment, and behaviour;
- individual's development in comparison to their peers;
- the views and experience of parents;
- the child's own views; and
- advice from external support services.

Information is gathered on transition into the school through contact with parents/carers, education, health and care services. Information is also gathered through contact with the feeder school.

If parents/carers have concerns they can contact the Inclusion Team by phone or email. The SENCO will reply as soon as is possible. Alternatively, they can contact the students Form Tutor or Head of Year

How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The school follows the Graduated Response Procedure of Assess, Plan, Do and Review.

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

SEND is part of the whole school Quality Assurance policy and procedures.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice.

Student progress will provide evidence for the success of the Special Educational Needs policy and this will be analysed carefully through:

- Consideration of each student's success in meeting individual targets.
- Use of standardised tests.
- Evidence generated from review meetings.

Provision mapping and SEND Support plan will be used to monitor, review and evaluate interventions used to support students. Information will be used to identify how effective provision is in enabling students to achieve academic and wider outcomes.

Evidence collected will help inform school development and improvement planning.

How will both the school and I know how my child is doing and how will the school help me to support their learning?

We believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through annual reports, parent's evenings and provision reviews.

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact of any interventions and make necessary adjustments. The views of parents/carers and the student are central to planning future provision and will be sought in the most appropriate manner.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

What is the school's approach to teaching pupils with special educational needs?

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored using the Graduated Response Procedure.

Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

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

The student's subject teachers will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

If a teacher thinks a child needs additional support in comparison to other children in class or something different, he/she will talk to the school's special educational needs coordinator (SENCO).

The SENCO may suggest other things the class or subject teacher can do. They may decide the child need additional support.

How are decisions made about the type and amount of support my child will receive?

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access Element 3 (or top-up) funding. Element 3 funding is for those children and Young people who have significant and enduring needs which require support which is additional to and different from that provided through Element 1 and 2 funding as part of the school offer

The College leadership team and SENCO make key decisions in the allocation of resources and personnel involved to meet individual pupil's SEND needs. This includes the allocation of pupil premium and pupil premium plus funding. Any applications to specialist equipment are made as required.

How will my child/young person be included in activities outside the classroom, including school trips?

The City of Leicester College we aim to:

- Make sure that students with special educational needs are able to take part in all the activities of the school including those that take place out of hours
- Make sure that our students are involved in decisions made about themselves and their education
- Make sure we involve or parents in reviews and keep them informed about their children's progress and opportunities available to them.

The school will seek advice, as appropriate, around individual pupils, from external support services and any others that are relevant to our school.

What support will there be for my child/young person's overall well-being?

Pastoral support is provided through the form tutor and Head of Year for each student. If there are concerns around a student's well-being they will be discussed with appropriate staff from within the Inclusion team. The school will seek advice, as appropriate, around individual pupils, from external support services and any others that are relevant to our school.

Who is the school special educational needs co-ordinator (SENCO) and what are their contact details?

Nicola Coton can be contacted through the school office, via telephone on 0116 241 39 84 or by emailing Ncoton874@cityleicester.leicester.sch.uk

What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN through staff meetings.

The SENCO attends relevant SEN courses, and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues. The SENCO, with the college leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

What specialist services and expertise are available or accessed by the setting/school

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.

The school has close links with a wide range of outside agencies who offer specific guidance and support to our school and families.

These agencies include;

- The Special Needs Teaching Service (Complex Learning, Communication and Interaction Support team)
- Hearing Impairment and Visual Impairment Teams
- Behaviour Services
- ADHD Solutions
- Speech and Language Therapists
- Educational Psychologists
- Child Health Services (Occupational Therapists, Community Paediatricians etc)
- Hospital Schools

The Governing Body will endeavour to ensure that resources are available to support appropriate provision for all students requiring it.

As part of our commitment to post 16 education, support for year 12 and 13 pupils with Special Educational Needs continues in line with the needs detailed in pupil's Statements, EHC plans, exam concession reports and support in the classroom.

The College proudly received the Dyslexia Friendly School quality mark in June 2015.

How are equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

The school has a range of specialist SEND facilities in place. These are:

- A lift to allow access for staff, students and visitors with disabilities between the three floors in the school building.
- Toilets and showering facilities suitable for students, staff and visitors with disabilities.
- The building is fully wheelchair accessible.
- A school minibus adapted to be wheelchair accessible.
- Assistive technology
- Assistance during examinations

You can get a copy of the school Accessibility Policy from the school website: www.cityleicester.co.uk

What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?

At The City of Leicester College we believe that a close working relationship with parents is vital in order to ensure

- a) Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through reports, parent review days and provision reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEN Governor may be contacted at any time in relation to SEN matters.

What are the arrangements for consulting young people with SEN and involving them in their education?

At The City of Leicester Collegewe value the views and opinions of all students including those with SEND. We aim to promote an environment where pupils feel safe to voice their opinions of their own needs. This means *[providing one to one meetings between pupils and their teacher/SENCO based on their individual needs]* by carefully monitoring the progress of all pupils.

Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life

The college carries out quality assurance including the use of student voice. Students with SEND are involved in this process.

The School's Complaints Procedure should be used if the need arises.

What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The City of College Leicester invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- The Special Needs Teaching Service (Complex Learning, Communication and Interaction Support team)
- Hearing Impairment and Visual Impairment Teams
- Behaviour Services
- ADHD Solutions
- Speech and Language Therapists
- Educational Psychologists
- Child Health Services (Occupational Therapists, Community Paediatricians etc)
- Hospital Schools

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Leicester that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

It can be accessed at <http://families.leicester.gov.uk/local-offer>

The Leicester City Council Local Offer can be found on the following website <https://mychoice.leicester.gov.uk>

How will the school/setting prepare my child/young person to: Join the school?

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. See Admissions policy for more information.

Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

The SENCO and Deputy Head Teacher coordinate the needs of SEN pupils from transition until they leave. We ensure a smooth transition from feeder school until they continue to KS4/5.

Our year 6 transition team work closely with local Primary schools to ensure that the transition process is a positive and exciting experience for both pupils and parents. We have clear and concise dialogue with local Primary schools to ensure that all pupils' needs are met from the start of their induction process into year 7, and that the whole transition process is as smooth and calm as possible.

Senior Leadership Teams visit Primary schools to help put pupils at ease about the transition process, Mentors make targeted visits and The SENCo will also visit to speak directly with year 6 teachers, and parents, about the needs of pupils with Special Educational needs.

We hold an annual open evening, inviting all year 6 pupils and parents from the community to visit the college, meet key members of staff, and explore the building, facilities and curriculum areas.

In the Summer term, we have a transition day, where year 6 pupils will spend a day at the college, meeting new friends and familiarising themselves with their Form group, Form Tutor, routines and classrooms.

There will also be extra transition mornings where SEN pupils are invited to meet the Teaching Assistants, the SENCo and other key members of the Inclusion Team. Similarly, our team of Mentors also run an event for pupils highlighted as needing further support with routine and structure.

All year 7 pupils take part in a week long induction process, and we have an established nurturing programme that vulnerable students can access before being slowly integrated into a full time timetable.

If a pupil transfers school mid-term, a series of tests will be carried out to assess the pupil's reading and spelling age. This enables us to provide a curriculum suited to their needs. The early identification of SEN is paramount in supporting both the child and helping them to achieve success. We have an admissions officer who ensures the smooth transition for pupils joining the college.

When pupils enter the school in year 7 they complete the CATs4 test. After completing the tests, and along with SATs data and teacher reports, pupils will be placed in a small group setting if they appear to have literacy or numeracy difficulties.

We have an admissions officer who ensures the smooth transition for pupils joining the college to ensure the pupils are set appropriately according to their needs and abilities.

Prepare for adulthood and independent living?

The City of Leicester College works closely with agencies to plan transition to suitable post 16 provision for students with SEND.

Where can I access further information?

The City of Leicester College school website provides more information on SEND policies and practice.

www.cityleicester.co.uk

Parent Partnership Scheme

The Parent Partnership Service is for parents whose children have special educational needs and need extra help at school. The service encourages equal partnership between parents or carers and the people who are involved with special educational needs. The Parent Partnership Service also looks for people who could become Independent Parental Supporters.

0116 305 5614 parent-partnership-service@leics.gov.uk

Early Help

There are times when children, young people and families may need extra support. Targeted early help services such as family support, targeted youth support or an early help assessment is a way of getting additional support to a family when they need it to help stop issues from escalating.

0116 454 5899 early-help@leicester.gov.uk

SENDIASS (formally Parent Partnership Scheme)

SENDIASS Leicester is an independent service that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND) as well as young people themselves.

0116 257 5027 <https://www.sendiassleicester.org.uk/contact-us>

Publications

Special Educational Needs (SEN) – A guide for parents and carers Published 1 September 2009

Special Educational Needs Code of Practice

Both are available from: www.direct.gov.uk