

SEN Information Report

Date: 04/03/2021

This report describes policy and provision for pupils with SEND. This report is in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

Approval and review:

This report is the responsibility of: Raia Berriman

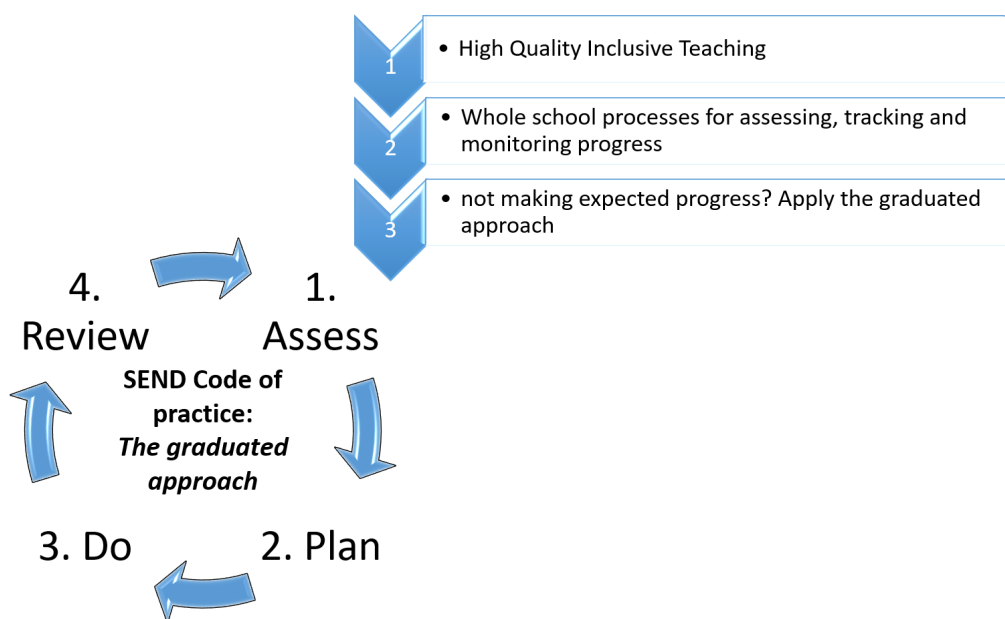
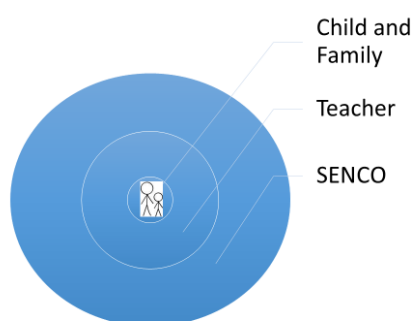
This report was approved by the Local Governing Body on:

Part One: SEN Policy

Part Two: SEN Information Report

One: SEN Policy

At Scott Medical and Healthcare College, the inclusion of all our pupils is of the highest importance. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. All staff use their best endeavours to make sure that a child with SEND gets the support they need. We ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND and we encourage awareness of the mutual benefits of inclusion. The child and family are at the centre of their provision and are included in decision making. We ensure that arrangements are in place to support pupils at the school with medical conditions. There is a clear approach to identifying and responding to SEND and the school follows the graduated approach of assess, plan, do and review.



At Scott Medical and Healthcare College:

- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on their websites about the implementation of their policy for pupils with SEND (the school SEN information report)

- Publish information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school
- Determine their approach to using their resources to support the progress of pupils with SEND
- Co-operate with the appropriate local authority in reviewing the provision that is available locally and developing the local offer

Our SEN policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinator (SENCo) and the SEN information report

This policy also complies with the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

4. Roles and responsibilities

SENCo:

Raia Berriman
Scott Medical and Healthcare College
Somerset Place,
Stoke
Plymouth
Tel: 01752 987010
rberriman@scottcollege.co.uk

Headteacher:

Naomi Leech

Scott Medical and Healthcare College
Somerset Place,
Stoke
Plymouth

Tel: 01752 987010
Nleech@scottcollege.co.uk

SEN link governor:

Mrs Green

Head of SEN/Safeguarding Greenshaw Learning Trust:

Sarah Vardy. Email: svardy@greenshawlearningtrust.co.uk, telephone 020 8715 1078.

The SENCO

The SENCO will:

Work with the head teacher to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

Work with the head teacher and local governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEN up to date

The Head teacher

The Head teacher will:

Work with the SENCO and SEN link governor to determine the strategic development of the SEN policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SEN link governor

The SEN link governor will:

- The local governing body will appoint a SEN link governor to have oversight of the school's arrangements for SEND and provide a link between the school and SENCo and the local governing body on matters relating to SEND.

Class teachers

Each class teacher is responsible for:

The progress and development of every pupil in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCo to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

5. Contacts

Contact details of support services for parents of pupils with SEN

[SEND Local Offer - Plymouth Online Directory](#)

Plymouth Independent Advisory Service for SEND (PIAS) www.plymouthpias.org.uk

Contact details for raising concerns

Complaints about SEN provision in Scott Medical and Healthcare College should be made to the SENCo in the first instance, and may be referred to the school's complaints procedure.

Part Two: SEN Information Report 2021

1. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate and multiple learning difficulties

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment and behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Part of a smooth transition from Scott Medical and Healthcare College to a different provider will include visits to provide enhanced transition and discussion with parents, the student and the new provider in order to ensure that all key information is provided.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Alternative provision for students that struggle with a mainstream environment.

Learning coaches for academic and emotional support.

Reading tuition for students with a low reading age score.

CAHMs involvement for those students with mental health needs.

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

We work with the following agencies to provide support for pupils with SEN:

Children and Adolescent Mental Health Service (CAHMs)

Advisory Teacher for the Deaf

Disabilities Advisory Service

SEND advisors at Plymouth City Council

Plymouth Independent Advisory Service for SEND (PIAS)

Educational Psychology Service

The Occupational Therapy Department, Derriford Hospital

9. Expertise and training of staff

Our SENCo has 10 years of experience in this role and has worked as a teacher for 20 years and also in safeguarding for the last 3 years.

They are allocated on a 0.75 timetable each week to manage SEN provision.

In the last 12 months a number of staff have focused on mental health and well-being.

10. Securing equipment and facilities

Our SENCo will ensure that the correct equipment necessary for a pupil to achieve their full potential is acquired in a timely manner and with accordance to need.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after each half term

Monitoring by the SENCo

Holding interim and annual reviews for pupils with EHC plans

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including after-school clubs.

All pupils are encouraged to take part in sports day/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to talk to the Peer Mentors

We have a zero tolerance approach to bullying.

14. Working with other agencies

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

Our contribution to the local offer is: **[insert here]**

For further information about the local offer, see Part One section 4.