

Clyst Vale Community College **SEND Information Report 2024-2025**

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream Colleges or mainstream post-16 institutions

(Special educational needs and disability code of practice: 0 to 25 years, Statutory guidance for organisations which support children and young people who have special educational needs or disabilities, January 2015)

SEND Department information and contact details

- Deputy Principal, SENDCo, Louise Telford, National Award for SENDCo, University of Middlesex: telfordl@clystvale.org
- Deputy SENDCo, Emma Gultiano: gultianoe@clystvale.org
- Teacher of SEND and Designated Teacher for Children in Care, Ingrid Quick: quicki@clystvale.org
- A team of four Assistant SENDCOs assigned to individual year groups.
- SEND Administrator: Claire Phillips. phillipsc@clystvale.org
- Two Higher Level Teaching Assistants who over-see the intervention rooms for Communication and Interaction and Cognition and Learning.
- A team of Teaching Assistants (this number varies, depending on the number of students identified with high needs or with Education Health and Care Plans.) Teaching Assistant support is allocated based on needs. We do not to allocate Teaching Assistants to individual students as we want to encourage the independence of our students.
- Provision for students with SEND and the role of the SENDCo is overseen by the SEND Governor, Ben Evans.

Parental voice and views

Clyst Vale Community College appreciates that parents know their children best, and it is important that we, as professionals listen and understand when parents express concerns about their child's development. Clyst Vale Community College will also listen to and address any concerns raised by children and young people themselves.

Clyst Vale Community College provides a termly report for parents on each child's progress. There are multiple opportunities for parents and carers to contact the SEND Department: at the 'Settling in Evening' in the Autumn Term, at Parent's Evenings and at the dedicated SEND Surgeries scheduled throughout the year. Interim and Annual Reviews are also held annually. In addition to this, the College has an 'open door' policy and parents can discuss informally about their child's progress but are encouraged to make a formal appointment with a member of the SEND Department should they wish to discuss concerns they have.

Student voice and views

It is important that all professionals listen, understand, and address any concerns raised by children and young people themselves.

Clyst Vale Community College will:

- Make arrangements for providing children, their parents, and young people with SEND or disabilities with advice and information about matters relating to SEND and disability on their website or at College via the SEND Department
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform students when they are making special educational provision for them and have processes in place for the students to provide feedback
- Ensure students are aware of the planned support and interventions
- Ensure a clear date for reviewing progress is agreed and the parent or carer, student and teaching staff are clear about how they will help the student achieve the expected outcomes
- Be aware that a child's parents, or children themselves have specific rights to request an Education, Health and Care needs assessment and should feel able to tell the College if they believe they have or may have SEND.
- Carry out Annual Reviews through an appropriate person-centered planning process
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss student progress
- Establish processes to facilitate feedback from all students, including students with SEND, via Student Voice
- Put the child or young person and their family at the heart of planning and reviewing provision
- Encourage the active participation of the student

External Agencies

The SEND department works very closely with external services including:

- Educational Psychology
- Devon Communication and Interaction Team
- Speech and Language Services (SALT)
- Devon SEMH Team
- Devon Dyslexia Outreach Service
- Devon Advisory Teachers: Physical, Hearing or Visual impairment
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Service (attendance)
- College Nurse
- Integrated Therapy Services, including Occupational Therapy and Physiotherapy

Identifying when students need extra help

- Through information gathered from primary schools during transition meetings and Year 6 annual reviews prior to the transfer of students to Clyst Vale Community College.
- GL assessments in Literacy and other baseline testing carried out in the Autumn Term for Year 7.
- Screening for Literacy and Numeracy.
- Tracking and monitoring student progress on a regular basis

- Observations in class
- Teacher feedback following the graduated response process.
- Parental concerns
- Student concerns
- Form Tutor, subject teacher, and pastoral leader concerns

Provision for students with special educational needs

Teaching staff will support students at a level appropriate to their needs through effective differentiation in the classroom. All students will access high quality teaching which takes account of their differing needs and abilities.

Students requiring more specific intervention to access the curriculum may be supported in a range of ways, for example:

- Ensuring a bespoke, tailored, and personalised approach for students with complex needs
- Using our best endeavors to secure the special educational provision called for by the child or young person's needs
- Make appropriate use of the resources in the delegated budgets to support children and young people with additional needs
- Use knowledge and understanding of the four primary areas of special educational need to plan provision and to focus on interventions that are relevant and evidence informed
- Refer to the Devon SEND graduated response document for support to tailor provision to provide an individualised support programme for students with more complex needs
- Shared in-class support from a Teaching Assistant.
- Personalised intervention programmes to meet specific needs.
- As and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

Monitoring progress

Clyst Vale Community College monitors student progress on a regular basis and communicates this information effectively to parents. The College will provide the following information and opportunities for discussion:

- Assessment point data three times a year, monitoring academic progress and attitude to learning.
- Parent's Evenings
- SEND Surgeries - at these a student's information passport and any associated learning plans will be reviewed by a member of the SEND department.
- Communication with parents through email and telephone calls.
- Information about rewards and sanctions via the pastoral team and via Edulink
- Annual Review Meetings, for students with an EHCP.
- Data and reports from specific intervention programmes.

Adaptations to the curriculum and learning environment

In Key Stage Three, most students follow the same curriculum as their peers, perhaps with minor adjustments. Adaptations are made on an individual basis where the need is identified for a student to

have a more personalised curriculum. In Key Stage Four, students identified as requiring additional support are invited to take options which form part of the alternative curriculum. These could include timetabled study sessions and supported revision or ASDAN and AQA qualifications which appeal to personal strengths and interests.

Every student with SEND at Clyst Vale Community College benefits from 'Quality First Teaching'. Teachers are expected to support students by differentiating the lesson content to meet the needs of all and making appropriate reasonable adjustments. Where students have complex needs, teachers are supported by the SEND Department.

Support for emotional and social development

All students are supported through the pastoral system; they belong to a tutor group and also obtain support from their Head of Year. The SENDCo and SEND Department work closely with the pastoral teams and attend a fortnightly 'inclusion' meeting to discuss specific students. At these meetings students who are of concern for academic and/or emotional issues will be discussed, and appropriate interventions identified. These students are then carefully monitored.

The SEND Department has a fortnightly team meeting where students with concerns are raised. We adopt a graduated response in all situations.

Students who are identified with concerns about their well-being will be offered appropriate interventions including:

- A referral to the College nurse
- Support from the counselling service
- Access to clubs
- Personalised reward programmes
- Access to the SEND Department base
- Careers advice from other agencies, as appropriate
- Quiet spaces to access during unstructured times

Students with medical conditions

Students with specific health conditions will have an Individual Health Care Plan (IHCP). The SEND Department are responsible for these plans which will be drawn up in consultation with students, parent/carers, and other health professionals as necessary. They will outline the arrangements for administering medication and provide advice for staff in the event of an emergency. Staff will take note of these when arranging any curriculum enrichment activity and refer to the medical alert list.

Safeguarding

If we have any concerns that a student is at risk, we will always follow our Safeguarding Policy. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.

The Designated Safeguarding Lead for Clyst Vale Community College is Paul Sutton.

Staff training

Training for teaching students with Special Educational Needs is considered essential. There is an on-going programme of whole College training in teaching and supporting students.

This training includes whole staff inset on SEND, CPD twilight sessions for teaching and support staff and SEND topics scheduled into whole College staff meetings.

Inclusion in extra curricular activities

We expect all students to participate in enrichment activities and we will endeavor to overcome any barriers to inclusion. If students require additional adults to help them access trips, a member of the SEND department can accompany them.

Accessibility of the College environment

All areas of the College site are accessible and, if necessary, we will adjust timetables to ensure children have full access to their curriculum. Lifts and ramps are available for students to use if required.

Support with transitions

We gather information from primary schools and any agencies involved, for the best possible preparation for students joining Clyst Vale Community College at phase transition. This is usually in Year 6 but when a child has more complex needs the process of transfer may begin earlier. In addition to the usual induction days for all students, vulnerable students (not necessarily all children with SEND) are invited to additional transition mornings in the College to familiarise themselves with their new surroundings and to take part in a tailored transition programme.

All students are supported to make the transition to study when they reach post-16 and we have links with all the Post 16 providers locally.

As students' progress through the College, they are given the opportunity to meet an external Careers Advisor, who will offer personalised support. Students also can meet with our careers advisor and members of the SEND Department. As students transition between key stages there is a thorough options process to support them with their future planning.

Deciding how students receive support

The decision-making process is informed by the data and information provided by all agencies involved. We also follow the graduated response. Support is then personalised, within available resources, to maximise progress. This is regularly reviewed, and in the case of high needs students discussed with parents at Annual Reviews. Where a student makes good progress and bridges the gap, support may well be reduced. Occasionally, the College, parents and student may consider that a place on the SEND register is not necessary anymore.

Complaints

In the first instance, for a complaint regarding SEND, parents are advised to talk to the SENDCo. Details of how to make a complaint can be found on the College website.

The Local Authority Offer

You can link directly to information about Devon's Special Educational Needs and Disabilities Local Offer:
<https://www.devon.gov.uk/education-and-families/send-local-offer/>