



**Conisborough College**

**2020-2021 SEND Information Report**

**1.a. Identification of needs**

*In preparation for joining Conisborough College we identify need by:*

- We gather information during the visits of Primary staff with their Y6 pupils to Conisborough College.
- We gather information directly from the parents/carers during the transition events. There are then further meetings between parents/carers and the school's Inclusion team and other appropriate members of staff when necessary. Pupils identified as in need of additional support qualify for the 'Next Steps' transition groups.
- We transfer data from primary school to secondary school as the student moves.
- When invited, there are Review Meetings for students with Education, Health Care Plans (EHCP). This helps the Inclusion team to gather information in preparation for transition.

*Once you are at Conisborough College we identify need by:*

- Using Key Stage 2 baseline assessments, GLS group reading test and MIDYIS scores. Other screeners include Lucid Exact and WRAT testing.
- Using data to identify SEND or to inform provision.
- Using data captures throughout the year, which are reviewed by all staff.
- Using Inclusion meetings where the Head of Year, the Head of Inclusion, the SENDCo, the SEND Pastoral manager and other staff review students' progress and identify underperformance.
- SEND staff also review this data and will log any concerns to determine their intervention strategies.
- Staff can use the SEND concerns email to log and concerns they may have about a specific pupil.
- The Head of Inclusion/SENDCo investigates further by carrying out more in-depth assessments of need/s either in response to data or staff/parental concerns.
- Bringing in external professionals to further assess and give recommendations for appropriate provision and intervention.

## **1b. How do we involve parents in planning for those needs?**

- For students with an EHCP, we meet with parents/ carers at annual reviews and at other points in the year where appropriate.
- Parents and carers of SEND students are invited to a Year 7 Settling in Evening to discuss any concerns and or achievements.
- Students on the SEND register may require a Teaching Assistant (TA) who will provide additional classroom support
- The Inclusion team have regular contact with targeted student and will keep in contact with the parent with phone calls home where appropriate. This can lead to further contact with the Head of Inclusion/SENDCo if necessary.

## **1c. Specialist Provision**

The Resource Base is a facility for young people with a diagnosis of ASD. We are an alternative curriculum provision offering personalised learning to those that find a mainstream setting unmanageable. Students are provided with a safe and stimulating environment in which mutual respect, friendliness and an understanding of individual needs supports young people to achieve.

There is a capacity for 8 students in each year group within the Progress Unit Resource Base. Students are taught by four specialist teachers, two Higher Level Teacher Assistants (HLTA) and 5 Teaching Assistants (TA). A Speech and Language Therapist and Occupational Therapist works with the children in the Progress Unit for two days a week.

Although students attend a tutor group in the mainstream school with approximately 30 other students, they are taught in the Progress Unit Base for most of their day in school. These are a group size of 8 with a teacher and 1 to 2 TAs depending on need.

In the case of lessons such as Drama, Technology, PE and Art students are taught in the appropriate specialist classroom of that subject, and the lesson is taught by a mainstream teacher in conjunction with a SEN teacher and support staff.

Alongside specialist teaching, learners access a wide range of interventions tailored to individual areas of need. Our overall aim is to provide children with an opportunity to:

- Develop maturity to be an independent citizen throughout life
- Develop strategies to pursue lifelong learning
- Develop self confidence
- Benefit from a safe and secure environment allowing children to meet their full potential.
- Access a broad and balanced curriculum

Students enter the base by means of referral from Lewisham LA, not from within the school and must meet the following criteria.

- All students in the unit have a diagnosis of ASD and EHCP/statement
- Students must be working considerably below the appropriate level for children of their age both academically and socially

- Students require support in the following areas of their development to fit in to the intervention plan: communication and interaction, cognition and learning, social and emotional and sensory and/or physical needs, with in most cases cognition and learning being their secondary need

#### Entry into Key Stage 3

- Students must be working below NC Level 2c in Num/Lit
- Students should be functioning below the expected level socially and lack independence skills e.g. travel/budgeting/relationships

#### Entry into Key Stage 4

- Students must be working below NC Level 3c in Num/Lit
- Students should be functioning below the expected level socially and lack independence skills e.g. travel/budgeting/relationships
- It would be appropriate to sit Entry Level/Level 1 'gateway qualifications' as opposed to traditional GCSEs for (example AQA ELC in Literacy and numeracy)

### **Mainstream Learners**

- The Inclusion and Resource Base offers a club each lunchtime for students with additional needs. This supports communication development and peer interaction alongside study support.
- Specific considerations are taken for SEND students to access the support base during the Y9 Pathways process. Some students may be encouraged to complete qualifications under the ASDAN curriculum offer.
- Additional bespoke support may also be integrated into a student's timetable. This could include support through the specialist SEND teacher, additional literacy support, the Nurture group for Year 7 transition.
- A number of Service Level Agreements are held by the school which offer both staff and students additional support. These SLA's include: Drumbeat (ASD), EP, SALT, Lewisham Inclusion Outreach and Occupational Therapy.
- The school also employs a full-time counsellor to support students with SEMH.

### **2a. Support**

#### **Who in the school will support my son/daughter and how will this be monitored?**

- The Head of Inclusion will coordinate the upkeep and day to day running of the SEND register.
- All staff have a responsibility for the teaching, monitoring and evaluation of progress of all students in their care. Quality First Teaching is the first principle of the SEND Code of Practice.
- Students with EHCPs will also be monitored by the Inclusion team and the SLT (Senior Leadership Team) link for Inclusion.
- All students on the SEND register, in line with the SEND Code of Practice 2014, will have termly conversations between the school, the parents/ carers and the student to monitor progress and evaluate any interventions.

- A team of SEND support staff, including Learning Support Assistants are deployed in different roles. Central to this is the breaking down of barriers to learning and support for SEND students in order that they reach their potential.

**2b. How are decisions made about the type and amount of provision a young person will need?**

- Decisions are based on quality evidence the school has collected, both data evidence and evidence gathered from talking to everyone involved in teaching that student.
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a student.
- The amount of provision is decided in line with the needs of the student. This could be a short-term programme of work, such as a half term of input on a specific area of need, or longer term in-class support.
- Any intervention will be monitored throughout to ascertain its effectiveness and the progress of the student.
- Review points will be determined according to need. They will be overseen and directed by the relevant person responsible for monitoring and supporting the student.

**Who will oversee and plan the education programme?**

Heads of Department and classroom teachers.

**Who will be working with my child and how often?**

It would be the Form Teacher, Classroom Teacher, Head of Department and SEND team depending on need.

**How does the school know their arrangements are effective?**

If the student is happy, secure and is reaching or exceeding their potential. We evaluate this through monitoring progress data and student effort grades via the reporting cycle. We also listen to our students when they reflect on their learning.

**Who will make the decisions and on what basis?**

It is a combination of Classroom Teachers, Inclusion Tam and the member of the Senior Leadership Team responsible for Inclusion.

**How does the school judge whether the support has had an effective impact?**

Regular reviews of interventions and TA support, progress reviews, parent and student voice.

**3. Curriculum**

All Students have an entitlement to study a broad, balanced and full curriculum.

- The school considers carefully the pathway or options for every student. This process is completed with a review of progress with parent, student and a member of the year team or SLT.
- The school fully consults with parents/ carers at the time of making Key stage 4 choices and offers a range of subjects to meet student needs.

- Quality first teaching (QFT) is the responsibility of all teachers and learning should be differentiated according to needs of students and informed by data and information on each student. QFT should include subject teachers planning for and delivering learning using different styles of teaching and to meet individual student needs through a range of strategies.
- Students are settled in Maths, Science and English and are taught in mixed ability classes for the rest of their subjects.
- The ASDAN Curriculum is offered to a small number of students where it is deemed that a slightly reduced number of options is appropriate.
- Pathways include Vocational Courses which are more appropriate for some students; these are discussed at length during the Pathways process.

#### **4. Accessibility**

Conisborough College opened on its current site in September 2007 and is fully wheelchair accessible. It is a modern facility which incorporates good quality access to all areas of the school for staff and students with disabilities. This is under constant review.

- Disabled toilets are available. There is also a disabled changing and shower room near to the sports hall.
- Communication with parents whose first language is not English is provided on request.
- The school operates a student information management system called SIMS. This is also used to monitor daily achievements, behaviours, attendance and tracking reports at relevant milestones.

#### **5. Parental Involvement**

- There is daily monitoring of attendance, rewards and behaviour through SIMS, which may lead to early contact with parents/ carers from staff.
- The school monitors progress through a cycle of assessment, reviewing data and interventions.
- School reports are sent to all parents/ carers through data capture points 3 times a year.
- Opportunities to meet with teachers at parent's evenings are as follows:
- Year 7 - has 2 parent's evenings per academic year, one with a tutor focus and one with an academic focus
- Year 8 - has 1 parent's evening and 1 pathways / options evening per academic year
- Year 9 - has 1 parent's evening per academic year
- Year 10 - has 1 parent's evening per academic year
- Year 11 – has 1 parent's evenings per academic year
- There are also opportunities to attend revision evenings for students and parents in both Year 10 and Year 11.
- Students with an EHCP will also have regular progress conversations as well as regular contact from the student's TA or person monitoring the student.

## **6. Overall Well-being**

All students belong to a tutor group and year group.

- Each year group is led by a Head of Year (HoY) and is supported by a team of tutors.
- The HoY has overall charge of the year group and, in particular, we promote a student approach to learning.
- Form tutors meet with students each morning and look after both their well-being and progress. Tutor time has planned learning throughout the year. Tutors also have additional time built in to their own timetable to further support the students in their own tutor group.
- 'Student Voice' forms an integral part of the decision-making process within the school.
- HOYs and various other staff support students who are having difficulties which may be interfering with their learning and progress in the school.
- HOYs for each year group monitors daily attendance and addresses with parents/carers.
- Conisborough College has a policy which covers the support of students with medical conditions.
- A number of staff are trained to support students with medical conditions. Where necessary, staff will administer medication provided by parents. Student medication is kept in a secure facility which can be accessed by key members of staff. Contact regarding medication can be made via the school Reception.

## **7. What specialist services and expertise are available at or are accessed by the School?**

Specialist services are often used when the need arises, and the school feels it needs more support or advice to ensure a student fulfils their potential.

This is best summarised in the following list:

1. In House Careers Advisor – CIAG Educational Psychologist
2. Designated Safeguarding and Child Protection Person and Team.
3. Attendance and Welfare Service
4. SALT
5. Lewisham Outreach Inclusion Service
6. Drumbeat (ASD Outreach)
7. EP

The school also has access to Specialist Services on request from the Local Authority and other agencies that may offer the school advice and support strategies.

Physiotherapists Occupational therapists Speech & Language therapists Hearing Impaired Service Visually Impaired Services The Link – Therapeutic Service Children and Adolescent Mental Health Service (CAMHS) YOT Young Carers School Nursing Service Targeted Youth support

## **8. Staff Training Priorities within the School**

Conisborough College values staff training and ensures that full staff Continuing Professional Development (CPD) is in place as well as those for individual staff where appropriate. The school timetable is structured to ensure that all teachers and support staff receive regular training from both internal and external deliveries.

Annual Safeguarding training is mandatory for all staff. The DSL and specific colleagues receive further, appropriate training.

### **9. Activities Outside of the School**

- Conisborough College is a fully inclusive school and puts in place the support a student needs in order to help them join in with their peers in their chosen activity. This may include extra staffing, deployment of specialist staff, and/or equipment.
- Staff who are arranging an off-site visit will discuss with parents/ carers and the SEND staff, the requirements needed and the suitability of any visit which the school is putting on.
- The school will not prevent any student from participating in an activity outside of the school due to their special educational need and/or disability as long as the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012). □
- A member of the school staff oversees the planning of all visits to ensure students are safe and included where possible.

### **10. How is Transition planned and managed by the School?**

Transition from Primary to Secondary School.

- There is a Transition Team made up of the Head of Year and Pastoral Leader. The Head of Inclusion is also part of the transition process. Parents/ carers and students in Year 6 are invited to visit the school in the early autumn.
- After the Transition Team have received the names of the students who have been successful in acquiring a place at Conisborough College from the Local Authority, primary school visits are conducted where primary teachers are able to share key information with the school team. □
- The Head of Inclusion will collate any SEND information and where appropriate will meet with Y6 teachers from feeder primary schools. □
- The Head of Inclusion is involved in more in-depth information sharing for all Y6 students who have an EHCP. The school is also represented at the Local Authority SEND information sharing day.
- Depending on circumstances, some EHCP students may experience an 'early visit, usually with a parent or Y6 teacher, to Conisborough College.
- The Pastoral Team is advised through data on the student information sheets, who may not make a smooth transition due to social and emotional needs. They then make appointments as necessary to go into the primary school before the transition period.

Transition from Secondary School to College or Training Provider:

- We have close links with all of the college providers in the area.
- We employ a dedicated CIAG Careers Officer, who meets with all students over time. This person puts a plan in place, advises on which colleges provide which courses and support to ensure applications are completed. Students are monitored to ensure all our leavers have a pathway into college, apprenticeship or other training providers.
- Work Experience is available in Y10 for all students.

- For students with an EHCP, a careers advisor from Lewisham Local Authority may attend Annual Reviews from Y10. This is to ensure a transition plan is in place and the college or provider is able to meet the student's needs.
- The Head of Inclusion and the Head of the Resource Base will work with EHCP students and their parents/ carers to ensure that any specialist provision is in place at the student's chosen Post 16 provision once the decision has been made.
- Conisborough College regularly invites the college representatives into school to meet and talk to the students and to explain what their college provides through the Careers strand of the PHSE programme.
- All of the colleges are invited to attend Parent's evenings from Y9 – 11 in order that parents or students can meet with them.

### **11a. How are the School resources allocated and matched to the young person's special educational needs?**

All resources are allocated to students and matched using the extensive data that the school holds about each student.

- Advice regarding funding comes from the EHCP and responses come from baseline assessments and student and parent voice/ input, educational psychologist advice, hearing and visually impaired students, speech and language and health.
- Referrals from HoY and teacher 'Cause for Concern' enable allocation to the specific additional support available.

### **11b. How is the SEND budget allocated?**

At Conisborough College all students follow a broad and balanced curriculum in the mainstream. Students within the Resource Base and other students with specific identified needs may also have withdrawal lessons or additional programmes of support. This ensures their access and enjoyment of the school curriculum. The school has a number of different SEND provisions and interventions which are matched to the young person's special educational needs and financed through the SEND budget.

These include:

SEND support team – Conisborough College has a SEND team who support the students in the mainstream and in small groups.

Smaller group teaching – in some areas, mainly English, Maths and Science the groups are smaller in numbers so that the teacher can better meet SEN needs.

Ruth Miskin and Rapid Read groups – a booster group for reading and spelling in KS3.

Access Arrangements – for SEND students who meet the criteria with regard to external examinations.

Specialist teaching service - for access arrangements, assessments, literacy and numeracy assessments and advice.

The Year 7 SEND and Nurture group and the Year 8 Send teaching group.

Inclusion Hub provision - one to one and group work for our Emotional and Health students on the SEND register.

SEND specific resources - used with small groups and individuals.

Lap tops for SEND students – to enable them to access resources in lessons and help with handwriting and confidence issues or for medical reasons such as hypermobility.

### **Further information**

HOY would be the first point of call who should deal with SEND issues. They might then involve the Inclusion and Pastoral team. The Head of Inclusion may then be involved.

Depending on circumstance or need, some outside agencies such as Specialist teaching service, Hearing and visual impaired services, CAHMs could be involved with your child's education (for an extensive list see the Specialist Services section).