

Sir John Hunt



# **Sir John Hunt Community College SEND Policy and SEND Information Report 2024-2025**

**September 2024**

This report describes Sir John Hunt Community College's policy and provision for students with SEND.

## **Approval and review:**

This report is the responsibility of: Rebecca Nicholas (SENCO)

Part One: SEND Policy

Part Two: SEND Information Report

## Part One: SEND Policy

**1. At Sir John Hunt Community College, the inclusion of all our students 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 College alongside students 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 students at the College with medical conditions. There is a clear approach to identifying and responding to SEND and the College follows the graduated approach of assess, plan, do and review.

At Sir John Hunt Community College we:

- Record accurately and keep up to date the provision made for students with SEND
- Publish information on our websites about the implementation of our policy for students with SEND (the College SEND information report)
- Publish information about the arrangements for the admission of students with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and our accessibility plans
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the College
- Determine our approach to using our resources to support the progress of students with SEND
- Co-operate with the appropriate local authority in reviewing the provision that is available locally and developing the local offer

Our SEND policy and information report aims to:

- Set out how our College will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

## 2. Definitions

A student has SEND 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 Colleges' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out Colleges' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

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

### 4. Roles and responsibilities

#### Principal:

Julie Bevan [j.bevan@sjhcsc.co.uk](mailto:j.bevan@sjhcsc.co.uk)

#### SENCO:

Rebecca Nicholas [b.nicholas@sjhcsc.co.uk](mailto:b.nicholas@sjhcsc.co.uk)

#### SEND link governor:

Leetice Taylor [Leetice.Taylor@plymouth.gov.uk](mailto:Leetice.Taylor@plymouth.gov.uk)

#### The SENCO

The SENCO will:

- Work with the Principal to determine the strategic development of the SEND policy and provision in the College
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the College's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned.
- Work with the Principal and local governing body to ensure that the College meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the College keeps the records of all students with SEND up to date.

## **The Principal**

The Principal will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision in the College.
- Have overall responsibility for the provision and progress of students with SEND and/or a disability.

## **The SEND link governor**

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

## **Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any Learning Support Assistants (LSAs) 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 student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

## **5. Contacts**

Plymouth City Council has designed the Plymouth Online Directory (POD) which is a website that provides welfare, health and social care information for adults and families living in Plymouth. When you log on to the website, select the option 'For Young People and Families' and then select the option 'SEND and Disability' to find out what services are available.

<https://www.plymouthonlinedirectory.com/plymouthlocalofferhome>

Plymouth Information, Advice and Support for SEND (PIAS) provides information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area.

PIAS provides parents, carers of children and young people with SEND and also the children and young people independently with:

- support at meetings
- support around education and training issues

Contact: [pias@plymouth.gov.uk](mailto:pias@plymouth.gov.uk)

<https://www.plymouthias.org.uk/>

### **Contact details for raising concerns**

The vast majority of concerns can be dealt with by contacting your child's tutor who will then look into the issues raised and seek a solution. If the concern continues, the tutor will signpost you to the

most appropriate person or agency to support you. Within College, this may be your child's Pastoral Leader or a Curriculum Leader. If there are still concerns that needs are not being met, then a consultation with the SENCO or Assistant SENCO will be arranged.

**Key Points of Contact:**

SENCO	Rebecca Nicholas
Assistant SENCO	Hannah Sharpe
Assistant Principal with responsibility for Behaviour	Mike Carpenter
Assistant Principal with responsibility for Inclusion	Oliver Marner
Communication and Interaction Lead	Michelle Darby
Social, Emotional, Mental Health Lead	Debra Harbottle
Literacy Lead	Kennedy Barnshaw
Pastoral Leader	Luisa Warring
Pastoral Leader	Liam Salter
Pastoral Leader	Nathan Holliday
Pastoral Leader	Lewis Kershaw
Pastoral Leader	Jason Beynon
Inclusion Lead	Sean Walton
Inclusion Lead	Christina Couling
Inclusion Lead	Nicki Davies
Head of Sixth Form	Aaron Sharpe

Complaints about SEND provision in Sir John Hunt Community College should be made to the SENCO in the first instance and may be referred to the College's complaints procedure.

## Part Two: SEND Information Report 2024 – 2025

### 1. The kinds of SEND that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
- 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/severe and multiple learning difficulties

### 2. Identifying students with SEND and assessing their needs

The Special Educational Needs Co-ordinator (SENCO), Assistant SENCO and the Pastoral Team for Year 7 liaise with all feeder primary schools to ensure that information on students is shared effectively, in line with the Local Authority protocol. Students with an existing Education, Health and Care Plan or those recommended by their primary school have an enhanced transition to Sir John Hunt.

At the start of Year 7, or on entry, the College undertakes a series of assessments of all students to ascertain their ability and to build a profile of their needs. This information is then combined with the data from KS2 and a register of need is drawn up (SEND register). Parents/carers will be informed, if it is proposed that their child is to be placed onto the register.

Once needs have been identified, a plan to support those needs will be initiated. At Sir John Hunt we believe that all teachers are responsible for the progress of students with SEND within their lessons. All staff receive training and guidance on strategies to ensure that they plan and deliver appropriate lessons to enable all students with SEND to make progress. Details of each student with special educational needs, including the nature of their learning disability, recommended teaching strategies and their T2L\* (where relevant) are disseminated to all staff.

\*Ticket to Learning (T2L) is a document drawn up in conjunction with the student and taking parental views into account which outlines the student’s strengths, barriers to learning and strategies for support.

It is the responsibility of all staff and the Learning Support team to liaise, should they have any concerns that a student may have an unidentified special educational need. Where relevant, the SENCO will enlist the services of specialist professionals such as the Educational Psychologist, Speech Therapist or Advisory Teachers.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the student’s previous rate of progress.

- Fails to close the attainment gap between the student 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 student is recorded as having SEND.

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 student 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 students and parents**

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

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the student.
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the student's record and shared with their parents if requested.
- We will formally notify parents when it is decided that a student will receive SEND support.

### **4. Assessing and reviewing students' progress towards outcomes**

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

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- 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 student'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 student 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 student's progress.

## **5. Supporting students moving between phases and preparing for adulthood**

We will share information with the College, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

## **6. Our approach to teaching students with SEND**

High quality teaching is our first step in responding to students who have SEND. Teachers are responsible and accountable for the progress and development of all the students in their class. As a College we have a consistent approach to classroom practice through our Principles of Teaching which are research based and proven successful methods in the classroom. The 6 Principles of Teaching are:

- High Behavioural Expectations and Routines
- Quality of Instruction
- Subject Mastery
- Making It Stick
- Adaptive Teaching
- Assessment and Feedback

## **7. Adaptations to the curriculum and learning environment**

The College is committed to ensuring that all students have full access to the curriculum, including enrichment activities, to the physical environment and to information. Our [Accessibility Policy](#) and Plan can be found on the College website or are available upon request. [www.sjhcsc.co.uk/](http://www.sjhcsc.co.uk/)

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- 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 may provide the following interventions:

- Working with the specialist Communication and Interaction (C+I) leads 1:1 or in a social interaction group.
- Working with the specialist Social Emotional and Mental Health (SEMH) leads 1:1 or in a small group setting.
- Working with the specialist Literacy Leads 1:1 or in a small group setting.
- Working with a Speech and Language therapist or support worker.
- Working with a Child and Adolescent Mental Health specialist.
- Working with advisory teachers/support from the local authority.
- Counselling.
- Educational Psychologist.

We have 10 teaching assistants, who are trained to be able to deliver interventions such as:



- Communication and Interaction
  - Social Interaction Groups & 1:1 sessions
  - Communication: speaking, listening & taking turns
  - Body language & tone of voice
  - Understanding sarcasm & literal language
  - Making and maintaining friendships
  - Recognising emotions
  - Managing stress & anxiety
  - Building resilience
  - Self -esteem & confidence
  - Teamwork
  - Organisation & routines
  - Actions and consequences /taking responsibility
  - Personal hygiene
  - Personal space /boundaries
  
- Social Emotional & Mental Health
  - Decider Life Skills
  - Lego intervention
  - Anger Management
  - Conflict resolution
  - Anxiety and Stress Management
  - Exam stress management
  - Understanding ADHD
  - Developing a growth mindset
  - 1:1 support with other specific identified wellbeing needs.
  
- Literacy
  - KS3 Handwriting Groups
  - KS3 & KS4 Guided Reading Groups
  - KS3 Direct Instruction Groups – a coordinated combination of phonics, guided reading and reading comprehension tasks
  
- Engagement
  - Mindfulness
  - Team building
  - Ready to learn
  - Communication
  - Positive outlooks
  - Wellbeing
  - Positive relationship building

We work with the following agencies to provide support for students with SEND:

- Plymouth Educational Psychology Service.
- Multi Agency Support Team (MAST)

- Communication and Interaction Team.
- Sensory Support Team (visual/hearing impairment).
- Speech and Language Service.
- Careers Service.
- Attendance Officer.
- Child and Adolescent Mental Health Service.
- GP.
- Family Matters.
- Plymouth Information, Advice and Support for SEND (formerly Parent Partnership).

## **9. Expertise and training of staff**

Our SENCO has many years experience in this role and is well established in the College.

She is allocated 15 hours a week to manage SEND provision.

We have a team of 10 teaching assistants, including an Assistant SENCO and 4 lead teaching assistants who are trained to deliver specific areas of SEND provision.

We use specialist staff for specific interventions in Social Emotional Mental Health, Communication and Interaction, Speech and language, Numeracy and Literacy bespoke support, as deemed appropriate by the SENCO or professionals supporting with a student.

## **10. Securing equipment and facilities**

Equipment and facilities that are required to support students with SEND will be accommodated for and provided at a time when requested by professionals supporting the student.

## **11. Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students following the graduated approach by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using student questionnaires/ student voice
- Monitoring by the SENCO/ Assistant SENCO
- Holding annual reviews for students with EHC plans

## **12. Enabling students with SEND to engage in activities available to those in the College who do not have SEND**

All of our extra-curricular activities and College visits are available to all our students, including our extra-curricular clubs.

All students are encouraged to take part in enrichment and character activities with the focus on our core values Ambition, Endeavour and Respect.

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

### **13. Support for improving emotional and social development**

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

- Students with SEND are encouraged to be part of the College council
- Students with SEND are also encouraged to be part of any extra-curricular club to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

### **14. Working with other agencies**

The College works closely with families and any external professionals and agencies who are supporting our students. The College requests the attendance of all relevant health and social care bodies, local authority support services and voluntary sector organisations at TAMs, Annual Reviews and any other multi-agency meetings and encourage their attendance to support our students with SEND and their families.

### **15. Complaints about SEND provision**

Regular communication between home and College is essential and central to your child's progress. In the first instance, contact should be made through the tutor who will endeavour to solve the difficulty. It may then be passed onto the Pastoral Leader, the Assistant Principal with responsibility for inclusion or the SENCO who will work with you to seek a solution; they may request further advice from outside agencies.

If your concerns remain, you may wish to discuss the matter with the Principal. Any formal complaint should be made through the complaints procedure as detailed in the 'Compliments, Comments, Concerns and Complaints Policy' that can be accessed on the College website.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our College 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: <https://www.plymouthias.org.uk/support/plymouth-local-offer/>