



Callington Community College

## **SEND Information Report 2021-22**

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*'All Colleges have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage'. 'Colleges also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. (June 2014)*

Callington Community College is a mainstream 11–18, fully comprehensive college committed to an inclusive ethos. All staff at Callington Community College value the abilities and achievements of all our students. We believe that all children should be valued as individuals and we are committed to providing for each student the best possible environment for learning which includes additional support when needed. At Callington Community College, educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background.

At Callington Community College we:

- Recognise the need for special educational needs to be identified and assessed
- Ensure that students learn and interact in a caring, happy, safe and secure environment
- Listen to, and involve students, family/carers and other professionals in decision making
- Challenge students to become as independent as possible and achieve their full potential whatever their ability
- Provide maximum opportunity for continued growth and development in order to increase self-esteem
- Value the importance of friendships and encourage respectful, trusting relationships throughout the College
- Treat students as individuals where their individual needs, interests and aptitude are recognised

We recognise that high quality first teaching, differentiated for individual students, is the first step in responding to students who have or may have Special Educational Needs and Disabilities (SEND). However, we recognise that at some point some students may require additional support and intervention.

This SEND Information Report outlines the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential both academically and personally and to be equipped for their future lives. Provision may change and develop over time.

Underpinning ALL our provision in school is the **graduated approach**.

The Graduated Response ensures that colleges:

- Take immediate action when a pupil is identified as having Special Educational Needs (SEN).
- Informs the pupil's family as soon as the pupil's SEN is identified.
- Works in partnership with the pupil, their parents and carers, including them in decision making.
- Removes all barriers to learning by putting effective support for the pupil in place.
- Reviews the support put in place for children and young people with SEN at least termly.
- Involves the child or young person, their parents and carers in reviews.
- Gains advice from specialist professionals if necessary.
- Uses Individual Learning Plan (ILPs) cycles to inform changes to a child or young person's SEN support.

**The following questions are addressed in this report:**

1. What kind of special educational needs and disabilities are provided for at Callington Community College? How does our College know/identify that children have special educational needs or disability?
2. How will our College include parents and students in planning support?
3. How do we prepare our College to welcome and support SEND students and how do we arrange and support a transfer to another
4. College/educational establishment?
5. How does our College teach and support students with SEND?
6. What expertise does our College and our staff have in relation to SEND? How do we evaluate the effectiveness of our SEND provision?
7. What access do our SEND students have to those facilities and extra-curricular activities available to all young people?
8. How will we support every child's wellbeing?
9. Who can you contact should you have any concerns or a complaint about the provision for your child with SEND?

**1. What kind of special educational needs and disabilities are provided for at Callington Community College?**

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in Colleges within the area of the Local Authority (SEND Regulations 2014). Students at Callington Community College have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Physical and Medical needs

## **2. How does our College know/identify that children have special educational needs or disability?**

Information regarding students with SEND is gathered through close liaison with parent/carers, all feeder Primary schools, visits by the Head of Year 7, the SENCo, or another member of the transition team before they arrive in Year 7. ILPs are developed throughout the transition process in collaboration process with Primary school ensuring efficient transfer of information.

### **Assessing students**

All students are assessed on entry using the:

- NGRT Reading Test
- Cat 4 tests

### **Additional tests available for students who may require further intervention include:**

- Wide Range Achievement Test 4 (WRAT 4) – reading, reading comprehension, spelling and number skills
- DASH – Detailed Assessment of Speed of Handwriting
- Dyslexia screener (digital online version and face to face screening) 4 -15 yrs & 15+

The college works with parents/carer to track changes through the APDR process. Whole College student progress is monitored in line with our assessment and recording criteria. Students who receive additional college based support are placed on our SEND register, which is accessible to all staff. It is a 'live' document which is updated every week to ensure the information is relevant and up to date. Identification of difficulties and strategies to support individual students, as well as acknowledgement of successes are recorded on student ILPs. This information is discussed and reviewed with parents, carers and students.

Teachers raise students with whom they have concerns with their line managers, Head of Year and SENCo. The college has a standardised procedure for an initial concern to be raised and investigated, Early Identification register. This ensures that the students with an emerging need are identified and supported quickly.

## **3. How will our College include parents and students in planning support?**

We take pride in the good relationships we build with our parents/carers and students. We strive to work collaboratively with them in order to carry out a holistic approach to supporting students identified with SEND. Parents/carers of students with SEND will have regular meetings with College staff to discuss their child's progress, support needs and any concerns they may have. However, parents/carers are welcome to request a meeting or discussion with College staff at any time, including the SENCo, if they have a

concern. Discussion with parents/carers is always welcome and information shared helps inform our support. We encourage parents and carers to support the college and their child by encouraging them to fully engage in their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Checking and completing work set on Show My Homework
- Attending parents' meetings
- Attending any meetings specifically arranged for your child

Students with an Education, Health and Care Plan (EHCP), attend review meetings; contribute to their setting of objectives and complete their, 'About me' document prior to reviews.

Tutoring takes place daily, when students have the opportunity to discuss issues and concerns with their tutors. Students with a specific Communication and Interaction concerns may be offered a place in our Vertical Tutor group who can access more support at the beginning and end of each day.

Data is tracked termly and where interventions are required programmes will be put in place. If interventions are seen to be not working then the SENCo will look at specific assessments and if needs be referrals to other agencies will be made.

#### **4. How do we prepare our College to welcome and support SEND students and how do we arrange and support a transfer to another College/educational establishment?**

Callington Community College staff understand that transition between Colleges and other establishments is sometimes an anxious time for parents/carers and students; especially for students with SEND. For students coming into Year 7, various members of staff visit or make individual contact with all feeder primary schools. The Head of Year 7 or a member of the transition team meets with all students and their Year 6 teachers to gain as much information as possible about the students. For students with SEND, the SENCo liaises with the SENCos from the primary schools, who pass on all relevant information, including SEND files.

Parents/carers of students with SEND in primary schools whose child may be coming to Callington Community College are always welcome to contact the SENCo who will discuss your child and their provision on the telephone or arrange a meeting for you (and your child if appropriate). Bespoke transition visits are welcome and can be organised between parents/carers or primary schools and the college. Visits can be tailored to suit individual needs.

For students with EHC Plans, the SENCo will attend Year 5 and 6 transition review meetings if invited, to begin to understand the needs of these students and to plan for their transition to Secondary College. Other roles ie; SENCO assistant, ASD Champion can provide bespoke interventions and visits which can include Social stories, photo books for increased familiarisation, developing relationships of key adults.

All students with an EHC Plan and those students identified by their primary school as needing additional support, are welcome to attend extra transition visits. Additional transition visits and taster lessons are also arranged in Year 6, as necessary, to help reassure anxious students and help us further with identifying needs. All Year 6 students who will be attending Callington Community College are invited for transition events at the end of the summer term, when they spend the day in their new tutor group and take part in activities to help them adjust to life at Callington Community College.

The College creates its tutor groups for Year 7 with great care and the Head of Year 7 together with other staff places students with SEND in tutor groups in conjunction with the SENCo, using all the information they have available.

All students in Key Stage 4 follow a comprehensive programme of careers guidance and have a minimum of one interview with a Careers adviser in College. All students with an EHC Plan will have access to our Careers South West Co-ordinator, from Year 10 onwards. He/She attends all reviews of the Plan for students in Year 10 and 11.

Following the Year 11 Reviews our students can be supported in attending further taster days at our local further education colleges in order to help facilitate a smooth transition. There are close links between the college and our local further education colleges who ask us for detailed transition information.

In Year 12 and 13 students receive support with applications to UCAS and other placements. Careers interviews are offered to those who need them. Support to help with interview techniques and presentation is given. The college also help to support the

attendance at open days of higher educational establishments through the 16-19 Bursary (where there is hardship). Contact Associates, an organisation that helps with the application for Disability Living Allowance, meet with 6<sup>th</sup> form students to discuss possible financial support where any SEND/Medical support may be required for access to higher education.

## **5. How does our College teach and support students with SEND?**

We are a fully inclusive College and we offer a broad curriculum for all our students. Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. This may involve using different strategies and more practical adaptations of resources and activities. We have a range of staff to support students and address any additional needs they may have, including students with SEND. This includes the SENCo, Lead Practitioners and Teaching Assistants (TAs).

Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their Plan.

Support at Callington Community College includes:

- In-class support from a TA
- Additional support for English and Mathematics led by trained staff (Catch up programmes)
- Intervention groups for a range of needs eg; social skills, anger management, low esteem are run by Lead Practitioners. These include; Working Memory, Forest school, Lego therapy, ELSA, Mechanics intervention.
- ASD Champion who leads Communication and Interaction interventions and whose expertise is invaluable for students with a diagnosis or traits of Autism and support for all teachers
- A vertical tutor group for students with specific Communication and Interaction needs
- Dyslexia Champion who leads Cognition and Learning interventions, and whose contribution is essential for ILPs for students who have a probability of having Dyslexia and support for all teachers
- TIS (Trauma Informed School) Practitioner to support individual students with Emotional and mental health issues
- Specialist ICT equipment e.g. tablets, laptops, recording devices, reading pens are available
- Sensory resources are used by some students as recommended by Primary provision or Occupational Therapy/EP reports
- Access and referrals to school based support ie; Emotional Logic and outside agencies ie; Educational Psychologist, Hearing Impaired team, ASD team can be completed

In Year 9 we provide advice and guidance for all students with SEND with their chosen KEY STAGE 4 Pathway and Options.

At Key Stage 4 there is a broad and balanced curriculum with both academic and vocational courses available. Our vocational

provision is all on the college site. The choices offered are tailored to meet the needs of an individual cohort.

When your child is approaching the end of Year 9, the requirement for Examination Access Arrangements is considered. This is done by the SENCO in association with their teachers and by looking at the level of support that is their normal way of working. We will assess and apply for Examination Access Arrangement, according to the Joint Council for Qualification (JCQ) exam regulations. If they meet the criteria, they may be permitted a reader (or computer reader), scribe, rest breaks, prompt, additional time, the use of a word processor or coloured examination papers.

Students with a sensory or physical need may also access other arrangements as stated in the JCQ regulations.

All interventions will follow a monitoring cycle involving assess-plan-do-review. Where an intervention with a student is not found to be effective, the College will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the College continually strives to improve their intervention programme.

During Year 10 support is given to our more vulnerable students and those on EHC Plans towards finding enjoyable and rewarding work experience placements. These have included animal management, childcare, retail, hair and beauty, construction and the catering industry.

In Year 11 our more vulnerable students and those with EHC Plans are supported and guided in their preparation for Post 16 education. We have regular contact with local Post 16 providers to ensure that students with SEND access appropriate courses on leaving Callington Community College.

## **6. What expertise does our College and our staff have in relation to SEND?**

All teachers are responsible for the progress of all students within their care. Through setting, the use of differentiated resources and applying differentiated strategies, all staff work hard to support and include all students in their learning.

### **Training of staff**

We pride ourselves in ensuring all members of staff including our support staff have access to regular training. There are regular whole College updates on specific areas of SEND led by the SENCo and other members of staff. When necessary, we request the support of external expertise to support the delivery of high quality teaching and learning and to support the delivery of support for our SEND students.

Members of the safeguarding team attend regular training on child protection; mental health and multi-agency working, both in house and externally, in the 4 broad areas of need:



- Communication and Interaction
- Cognition and Learning; Social
- Emotional and Mental Health needs
- Physical and Medical needs

The SENCo provides expert advice and support for staff on a day to day basis.

### **SEND Department**

Our SEND department is made up of a very experienced team, led by the SENCo, SENCO Assistant and members of the SEND department. All members of the department regularly access continued professional development and this has more recently included: Safeguarding, ASD, Dyslexia and Vision Support Training and Awareness.

### **Working with outside agencies**

Where a student with SEND is not making expected progress and Callington Community College feels that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for assessment, diagnosis, support or advice. The college will then implement any recommendations arising from the assessment to ensure students are appropriately supported.

The College works closely with the Early Help Hub and uses the TAC process when appropriate to do so.

A wide range of support services are available to visit and/or offer expert advice, including:

- Local Authority Advisory teachers for Cognition and Learning, Communication and Interaction, Hearing impairment, Visual Impairment and for students with physical difficulties
- Education Health and Social Care
- Speech and Language therapist
- Physiotherapists and Occupational therapist
- Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- Social Care
- Targeted Support Team
- Youth Support Service
- College Pastoral Support Worker in College
- College Nurse
- Tic Tac

If you believe your child needs support from a specialist, please contact the SENCo or discuss at the next review/parents' evening.

## **7. How do we evaluate the effectiveness of our SEND provision?**

Student progress is regularly monitored and reviewed both as a whole College using National Levels and within the SEND/Pastoral Support team. All students, including those with SEND, are assessed on a regular basis, in accordance with the College's Assessment procedures. Teachers formally assess and review progress and attainment three times a year which is communicated to parents/carers by one report and one progress review which is sent home. Teachers are required to report on progress of ILP targets as part of the students progress report. Additionally, parents' evenings are held for certain year groups where there is an opportunity to discuss progress, attainment and next steps.

At the start of any intervention student baseline data is gathered and recorded using standardised scores. The impact of each intervention is at regular intervals. If students are not making good progress in relation to their ability, support is provided by teachers and tutors.

Students with an EHC Plan have a minimum of one annual review of the plan or statement each year. Parents or Carers plus the young person are invited to attend these meetings. If appropriate, the following professionals may also attend:

- Lead health professional
- Educational Psychologist
- Social worker
- Youth Support Worker
- CAMHs
- Representative from post 16 provider

We welcome the involvement of parents and carers and want to keep you up-to-date and involved with your child's progress. We do this through parents' evenings; notes in planners; email; telephone calls; appointments made with individual teachers and Annual Reviews.

## **8. What access do our SEND students have to those facilities and extra-curricular activities available to all young people?**

Callington Community College is fully inclusive and all children are actively encouraged to participate in our large range of extra-curricular activities. Some students benefit from the support from emotionally available adults in the Learning Support Hub during breaks.

There is full access to all areas of the College for students with a physical disability, including wheelchair users. A lift allows access to

the upper floor in the main Admin building and in the Green Tower from the Humanities rooms to Design Technology and B block. There are 5 disabled toilets. There is also a platform lift in C block and a stair lift in the Music block. There is disabled access at the front of the college into the Admin Block.

The SEND Department is located centrally in the C corridor. Additionally the SEND Team runs a Homework Club and offers support in room C11 at breaktimes. Students with SEND can be given support when needed to attend extra-curricular activities. Day and residential trips are open to all students and your child's specific needs can be discussed if they wish to join such a trip.

## **9. How will we support every child's wellbeing ?**

At Callington Community College we take our pastoral responsibilities seriously and we take pride in the high level of student support and guidance which we provide. All students are assigned to a form tutor who will (in most cases) remain with them as they progress through the College. In the 6<sup>th</sup> form students will have a specialist 6<sup>th</sup> form tutor. All students meet their tutors every morning at the start of the college day. There are additional members of staff who are also able to provide pastoral support, these include: Heads of Year, Designated Safeguarding Lead, Pastoral Leads and the SENCo and Teaching Assistants. We also have external support from many agencies (as listed above). For a small number of students who struggle with their emotional awareness and social skills, we arrange interventions which are designed to improve self-confidence and self-esteem.

### **Anti-bullying**

Callington Community College is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within the College community. Emphasis is placed upon the development of a College culture and expectation that bullying is unacceptable, challenged and resolved.

PSHEE lessons and assemblies have been used to highlight different types of bullying. The assemblies have been run by Heads of Year and outside providers. For students who struggle with keeping themselves safe on-line, our pastoral team can provide additional support and guidance together with their parents.

For more information about how our College responds to bullying incidents, please refer to our Anti-bullying Policy on our website, in the policies section.

### **Relevant school policies underpinning this SEND Information Report include:**

SEND Code of Practice 2015

SEND Policy

Child Protection and Safeguarding Policy

Accessibility Plan

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Who can you contact should you have any concerns or a complaint about the provision for your child with SEND?**

In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. Alternatively, please contact the SENCo.

All are available by:

Telephone: 01579 383292

The College's formal complaints procedure is also available on the College's website at [www.callingtoncc.net](http://www.callingtoncc.net)

Students with SEND are encouraged to express any concerns they may have to the SENCo, Teaching Assistants, their Tutor, their

The Head of Year, or any other member of staff with whom they feel comfortable to talk about their concerns.

**Where can you get further information?**

Contact the College on 01579 383292

Look at the Cornwall Local Authority's Local offer at:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page>