

Children and Families Act 2014

This Act places new SEND (Special Educational Needs and/or disability) requirements on all schools. Linked to the act a new Code of Practice gives more details of what a school should do to support young people with additional needs.

A child has a Special Education need if they have a learning difficulty or disability which calls for special educational provision to be made for him/ her

- Some children will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age.
- Some children may have special needs or disabilities which prevent or hinder them from making use of facilities provided within the school.

Within the Code of practice (June2014) 4 broad areas of need are identified. If your child has special educational needs or disabilities their needs will fall into one of the four main areas of SEND:

- Social, Emotional & Mental Health (SEMH)
- Cognitive and Learning
- Communication and Interaction
- Sensory and Physical

At Abbey College we will give these children individual consideration and make additional provision for them, taking into account their views, strengths and needs and working in partnership with parents/carers and outside agencies as necessary. Abbey College has access to the full range of LA specialist services in education, health and social care. The college works closely with Cambridgeshire County Council to ensure we meet the requirements laid out in the act.

The Local Authority SEND offer can be found at www.cambridgeshire.gov.uk/SEND

What should I do if my child has special educational needs?

If you feel your child may have a special educational need your first point of contact is the pastoral team. You can also contact the team of Higher Level Teaching Assistants attached to each house or talk to our Special Educational Needs Coordinator Sue Cornwell on 01487811311 or email support@abbeycollege.cambs.sch.uk.

How will the college respond to my concerns?

- We will listen to you and take note of your concerns.
- We will look into your concerns and gather information.
- We will arrange to meet with you to discuss your child's needs in further detail and plan a way forward.

How does the College decide if my child needs additional support?

First we gather information from you, your child and staff in the college who work with your child. If an educational need is identified, the college will follow a graduated approach of actions in order to put effective support into place. The actions are...

1. Assess: The class teachers and SENCO will analyse your child's needs and discuss the strategies and support already in place before identifying them as requiring SEN support.
2. Plan: we will discuss additional provision and the possibility of further assessment if needed.
3. Do: strategies and interventions will be implemented in order to support your child.
4. Review: the effectiveness of support will be regularly reviewed and shared with you and your child.

These actions form part of a cycle which can be reviewed and refined with the growing understanding of your child's needs, and their response to the personalised programme.

Some students will have an identified SEND on transition to our college. Prior to their start, we gather information on these students. Their progress is then monitored throughout their time at the college and support plans are continued to ensure they make expected progress. Students who make good progress and continually meet their targets will no longer need additional provision.

How will College staff support my child?

Abbey College is an inclusive school and staff have a strong commitment to meeting the needs of all students.

We provide a range of additional support for all young people which might include:

- Small teaching group groups in core subjects such as English, Maths and Science.
- In-class support across the curriculum.
- Numeracy, literacy and language groups (2-8 pupils).
- Social skills groups.
- Emotional and social development groups.
- Support to complete Learning Development.

Some young people regularly have contact with outside agencies to monitor specific areas of development. Advice offered from these agencies is always shared with staff and recommendations actioned where possible. Some students require a personalised programme of support.

How will the curriculum be matched to my child's needs?

All teachers plan lessons according to the specific needs of students in their classes to ensure their needs are met. They use a range of strategies and resources to ensure young people enjoy and achieve within their classrooms e.g. enlarged resources, ICT software to support writing or writing frames. Students with additional needs may have their own personalised passport which shares more detailed information. The learning support department and staff from outside the college advise and support teachers to devise a range of tasks and methods of working to support all young people. Abbey College has a specialist teacher in Dyslexia who can assess students for Access Arrangements in external exams. Staff members take part in an ongoing training programme which includes sessions on Autism, ADHD, Literacy, mental health needs etc. Many Teaching Assistants have attended courses or gained higher qualifications in different aspects of SEND, for example we have

staff members who have completed ELKLAN speech and Language Courses including the unit specific to Autism. Most Teaching Assistants have completed courses to Levels 2, 3, 4 and 5.

How will I know how my child is doing?

At Abbey College we track your child's progress on an ongoing basis and take action when they are not making expected progress. You will be able to access the system called Go For Schools.

You will receive regular reports and be invited to attend meetings to discuss your child's progress. Learning Support staff are available to meet you at these meetings. Young people with a SEN statement or Education Health Care plan (EHCP) will have an annual review meeting to discuss progress and make adjustments to their provision as required.

What support will there be for my child's overall wellbeing?

At Abbey College we are committed to helping all students stay safe, healthy and enjoy their time at the college, and to help them to grow into mature and caring young people who make a positive contribution to the College and the wider community. We want them to achieve to their potential, they are supported by a Form Tutor who they meet with every day.

We have additional provision for students identified with social, emotional and mental health needs. We are supported by a counsellor from the YMCA, school nurse and advisers from the local authority. We can refer to other agencies for young people and family support. The college has close links with the Ramsey locality team which is based in a building next door to the college.

Ms N Chalkley has overall responsibility for Child Protection and looked after children; she is supported by a number of trained colleagues.

Young people are encouraged to contribute their views on college life during a range of activities or directly to the College Council via their tutor representatives.

How will my child be included in activities outside the classroom, including college trips?

All students at Abbey College have access to all activities offered by the college and, where necessary, additional adult support will be available to assist your child at after college activities and on college trips. Parents will be asked to meet with staff to plan appropriate support where necessary.

How accessible is the College environment?

Abbey College has some modern buildings which are fully wheelchair accessible, all subjects can be accessed via downstairs rooms. When your child first joins the college we will ask you to let us know of any access issues you or family members have.

How will the College prepare and support my child to join the college, or transfer to a new school or the next stage of education and life?

Staff members at Abbey College work closely with primary/secondary schools/academies to support all children when transferring to our college. In addition, we arrange individual transition plans for pupils in Year 6 with a high level of need, and we have run summer transition programmes for the past five years. Parents and carers of Year 6 pupils are invited to meet with their child's tutor for an induction meeting and attend an induction evening. Staff from the Learning Support team will, where possible, attend the Year 6 annual reviews of children with a statement of SEN or EHC plan. If at all possible the SENCO will also attend Year 5 Annual Review meetings. The Local Authority sends us the plans for these young people.

How are the college's resources allocated and matched to children's SEND?

Students will be allocated resources based on their individual needs. If, in exceptional circumstances, the college considers that a young person needs extra resources, it will apply to the local authority for more funding. The Assess Plan Do Review cycle will provide the evidence required to support any application. A pupil Passport can be used to indicate additional resources required.

How will the college decide how much money is spent on my child?

The College budget is used to provide a wide range of support. Your child will have access to this support according to their needs. Support for young people with the highest level of need will be outlined in the Statement of SEN or Education, Health and Care (EHC) plan.

How will I be involved in discussions about, and planning for, my child's education?

Teachers will meet with you at academic and pastoral meetings to discuss your child's progress. All parents and carers of children with SEND and receiving support will also have the opportunity to discuss progress and plans with staff from the learning support department. Positive parental involvement in college life is always welcome and feedback sought formally through questionnaires.

How will you help me to support my child's learning?

Research shows that parental involvement has a significant impact on the progress that students will make in college.

We encourage regular communication with parents and carers. Students are set Learning Development tasks which you can help them access by obtaining information from the Show My Homework website. In our weekly newsletter we will offer ideas on how you can support your child at home.

Staff members are able to offer advice on how best to support your child's learning and access any of the information mentioned.

People who support children with Special Educational Needs/Difficulties with learning in this college

<u>College based Information</u>	<u>Staff</u>	<u>Summary of responsibility</u>
<i>Who are the best people to talk to in this college about my child's difficulties with learning/ Special Educational Needs or disability (SEND)</i>	The SENCO Mrs Sue Cornwell Line managed by Ms N Chalkley Assistant Head teacher	They are responsible for: <ul style="list-style-type: none">• Coordinating the support for students with SEND and developing the colleges SEN Policy to ensure all students receive a consistent, high quality response to meeting their needs in college• Ensuring that you are :<ul style="list-style-type: none">▪ Involved in supporting your child's learning▪ Kept informed about the support your child is getting▪ Involved in reviewing how they are progressing▪ Part of planning ahead for them• Liaising with all specialists from outside agencies who may be visit the college to further support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.

	<p>Teaching Staff</p> <p>Head Teacher Mr Andy Christoforou</p> <p>SEN Governor Ms M Jackson</p>	<ul style="list-style-type: none"> • Keeping records of your child's progress. • Ensuring that all staff working with your child are aware of their SEND and are supported to deliver the planned work/ programme, so they can achieve to their potential. • To provide specialist support for teachers and support staff in the college so they can assist your child (and other young people with SEND in the college) achieve the best possible progress in college. <p>They are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional intervention your child may need - letting the SENCO know as necessary. • Ensuring that the college's SEN and Teaching and Learning Policy is followed in their classroom, and for all the young people they teach with any SEND. <p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the college, this includes the support for students with SEND • He will give responsibility to the SENCO and subject teachers but is still responsible for ensuring that your child's needs are met. • He must make sure that the Governing Body is kept up to date concerning any issues in the college relating to SEND <p>She is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the SEND provision.
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