

North Somerset Enterprise and Technology College (NSETC): Special Educational Needs and Disability (SEND) Information Report

SENCo: Miss Kirsty Fitzgerald

Telephone Number: 01934 411611

Email Address: kirsty.fitzgerald@nsetc.n-somerset.sch.uk

Introduction

The SENCo is the person responsible for managing the provision for children and young people with Special Educational Needs and Disabilities (SEND).

The SEND Information Report will be updated annually and it was last updated in May 2016.

Our School

North Somerset Enterprise and Technology College caters for students aged 14-19 and prides itself in being committed to delivering an inclusive education to all our students, to help ensure they reach their full potential. We value every child as an individual as we recognise that all students have individual strengths, weaknesses and learning needs.

Our Mission

In order to succeed in the 21st century young people need more than just high-quality academy or vocational qualifications; they need the confidence, self-belief and other transferable skills demanded by employers and universities.

In an ever changing educational environment NSETC will respond to the demands of parents, students, employers and universities to deliver a new approach to help raise aspirations and skills.

Within the region there are opportunities and growth industries for those with the right skill sets, these include qualifications in areas of Science, Technology, Engineering and Maths (STEM) and broader transferable employability skills.

NSETC will equip its students with these qualifications and skills to allow them to take advantage of these opportunities.

Our Ethos

The ethos of NSETC is to be professional and aspirational whilst being fully inclusive; this will be achieved through the following values and principles:

- Putting our students' success and progression as our highest priority
- Valuing, respecting and supporting students
- Staff acting as role models of professionalism and success
- Staff delivering excellent teaching and learning, in a business/industry-like environment
- Staff and students being treated with respect
- Working at NSETC is a positive, enriching and developing experience
- Promoting the values of being well behaved, courteous, self-confident and ambitious
- Delivering practical, professional, vocational and technical education combined with a strong academic offer
- Valuing and using the expertise of our employer partners
- Continually strengthening our partnerships with all education providers and the wider community to enhance learning.

Role of the SENCo

- Coordinating provision for the children with SEND.
- Advising on the approach to SEND support.
- Working in partnership with families and guardians of children with SEND.
- Maintaining the SEND register.
- Ensuring the SEND records are up to date.
- Liaising with external agencies.
- Liaising with colleagues on a regular basis within school with regard to SEND, the support students' receive and Examination Access Arrangements (EAAs).
- Making referrals to relevant internal and external services.
- Making referrals for interventions.

What is the Code of Practice?

The Code of Practice (2014) underpins the support for students for whom there are barriers to learning. The Code of Practice has a clear system of support based on the principle concept 'assess - plan - do - review'. This process ensures

that we plan support for students based on accurate and on-going assessment of needs, impact of interventions and outcomes for the child.

The Code of Practice focuses on four key areas:

Cognition and Learning

Diagnoses which fall under the Cognition and Learning category are: Dyslexia, Dyscalculia, Dysgraphia, Attention Deficit Hyperactivity Disorder (ADHD), Global Learning Delay, short-term working memory and a range of other additional learning needs which are classed as Specific Learning Difficulty (SpLD) and Moderate Learning Difficulty (MLD).

Communication and Interaction

Speech, language and communication difficulties fall in to this category which includes Autism and a range of expressive and receptive language issues which can affect a child's social skills.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorder such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Physical, Sensory and Medical

Students in this category may have a physical, sensory and/or medical need which is long-term and has a substantial adverse effect on their ability to carry out normal day-to-day activities. This category includes epilepsy, vision and hearing impairment, cerebral palsy and hypermobility syndrome.

At NSETC, we assess each child as required, and make appropriate provision based on their identified needs. However, not all children identified as having a disability will require this provision.

What is an Educational Health Care Plan (EHCP)?

The 'Statement of Special Educational Need' was ceased in September 2014 and

the Government has replaced it with the Education, Health and Care Plan. Therefore, if your child currently has a Statement, this should be in the process of being transferred to an EHCP.

For a student to be eligible for an EHCP they will have been identified as having a severe need of individual or small group teaching, which cannot be provided from the school's current resources.

How will equipment and facilities to support children and young people with SEND be secured?

NSETC is wheelchair accessible with disabled parking bays and toilet facilities. Equipment is provided and adaptations are made for individuals when they join the school. We work closely with the appropriate services to ensure that adaptations are appropriate and fit for purpose. We ensure that the family and student are involved in the process and always informed.

Equipment is provided and adaptations are made for individuals as they join the school. This includes assistive technology such as accessible software applications, or multimedia products such as audio navigation.

Our Curriculum and Teaching

When students choose North Somerset Enterprise and Technology College (NSETC) they are beginning an exciting new stage in their education - with a specialised environment for business and STEM (Science, Technology, Engineering and Maths).

We have deliberately provided a core curriculum which means all students will be qualified to progress further within STEM and business fields, or to move to social science, humanities or literary subjects - but equally it is rare that a combination of subjects will ever prevent a student from changing direction at post-16 if they choose to.

How do we support transition?

Students with SEND are initially identified through the transition process. The transition process enables key staff (SENCo, Head of Year and the Welfare

Officer) to liaise closely with the student's current school, teachers and agencies that are currently working with the child.

Subject teachers and tutors will raise any concerns they may have with the SENCo if they feel that their Quality First Teaching is not sufficient to meet the needs of an individual student. As soon as a concern has been raised with the SENCo, the child's data will be analysed; an Initial Needs Assessment (INA) will be completed and an observation will be carried out.

How do we support students as they prepare for the move to post 16 education, employment or training, and to post 18 employment, training or university?

NSETC works closely with local colleges and universities to ensure a smooth transition at 16, where appropriate, and at 18, including providing relevant information to the next step institution or organisation. The My Route programme informs and supports students in making decisions about their next step at 16 and 18, and the personal tutor works with the SENCo to give individual guidance and support.

How do we know who needs extra help?

Parents/carers, students and or teachers can inform the SENCo of any concern which they may have regarding the progress and support their child receives.

When a concern has been raised about a child, the SENCo will complete an Initial Needs Assessment (INA), speak to the classroom teachers and observe the child in lessons and to identify what their need or barrier to learning may be. Once this has been completed, the SENCo contacts the parent/carers and informs them about what has been identified and arrange a meeting to discuss the way forward.

Before students begin in Year 10 at NSETC, the HOY, SENCo and Welfare Officer liaise with their previous school to gain information on the students.

NSETC is dedicated to identifying SEND early so that the right support can be put into place promptly. The early identification of SEND enables the SENCo to ensure the correct provision and strategies are in place to minimise any difficulties later on.

If a student is identified with having SEND, this is recorded on the SEND register and a Pupil Profile is created in collaboration with the student and in some cases the parents and describes the best strategies for supporting them in a classroom environment.

Examples of our support for SEND

The examples below describe some but not all of the wide range of support that we currently give or can provide.

Type of SEND	Possible Support, depending on level of need
Dyslexia/Literacy Difficulties	<ul style="list-style-type: none"> • Individual Pupil Profile with clear strategies identified. • Advice for subject teachers and tutors on teaching strategies. • In-class support. • Monitoring of progress and regular assessment. • Referral and testing for Examination Access Arrangements. • Text reader/speech to text accessibility features on computers. • Referral to Vulnerable Learner Service (Educational Psychologist).
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Individual Pupil Profile with clear strategies identified. • In-class support - individual instructions. • Behaviour Reports to the Head of Year. • Behaviour management programmes linked to a rewards system. • Pastoral Support Plan (PSP). • Referral to CAMHSs and the Vulnerable Learner Service (Educational Psychologist).

	<ul style="list-style-type: none"> • Modified timetables. • Referral and testing for Examination Access Arrangements. • Access to the Welfare Officer and counselling services. • 1:1 Specialist Support.
<p>Autism/Social Communication and Interaction Difficulties</p>	<ul style="list-style-type: none"> • Individual Pupil Profile with clear strategies identified. • Advice for subject teachers and tutors on teaching strategies. • In-class support - individual instructions and prompts to keep the student focused. • Advance notice of planned changes to reduce anxiety and distress and make relevant adjustments. • Referral to CAMHSs and the Vulnerable Learner Service (Educational Psychologist). • Modified timetables. • Referral and testing for Examination Access Arrangements. • Access to the Welfare Officer and counselling services. • 1:1 Specialist Support.
<p>Visual and/or Hearing Impairments</p>	<ul style="list-style-type: none"> • Advice to teachers about where to position students in the classroom. • Individual copies or PowerPoint presentations and written instructions. • Enlarged texts. • Referral and testing for Examination Access Arrangements. • 1:1 Specialist Support.

Hearing Impairment	<ul style="list-style-type: none">• Advice to teachers about where to position students in the classroom due to the acoustic environment.• Referral and testing for Examination Access Arrangements.• 1:1 Specialist Support.
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What specialist services and expertise are available at or accessed by NSETC?

At NSETC

- SENCo
- Teaching Assistants
- Welfare Officer

Services bought in when required

- Autism Specialist Support Tutor
- Dyslexia Specialist Support Tutor
- Educational Psychologist
- Hearing Impairment Specialist Support
- Counselling
- Examination Access Arrangement (EAA) Assessor

Services provided by the Health Services

- School Nurse Service
- Child and Adolescent Mental Health Services (CAMHs)

Examination Access Arrangements

Some students will require Examination Access Arrangements (EAAs) in order to access tasks in lessons and for the GCSEs and A-Levels. This is to make it fair for all students and to remove any disadvantages they may have to make

progress and achieve. However, Examination Access Arrangements must reflect the child's normal way of working in a lesson.

Teachers and tutors can make a referral and provide evidence to the SENCo, who will then arrange for the student to be tested for Examination Access Arrangements. The assessor will speak and assess the student to discover what they are entitled to in line with the JCQ Guidelines.

If the reasons for Examination Access Arrangement is for medical reasons, then the parent and student must provide evidence from their doctor to support their application.

If a parent feels that a student is at a disadvantage in a particular area and feels they would benefit from having an Examination Access Arrangement in their lesson, they must speak to the subject teacher first and then they should provide suitable evidence to the SENCo.

There are a range of Examination Access Arrangements which reflect the individual needs of students, these include:

- Extra time granted for the completion of exams (25%)
- Reader
- Word-processor
- Small group
- Modified papers.

Glossary of Terms

Abbreviation	Meaning
ASD	Autism Spectrum Disorder
CAMHs	Child Adolescent Mental Health Services
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
IBP	Individual Behaviour Plan
IEP	Individual Educational Plan
PCP	Person Centred Plan
PDA	Pathological Demand Avoidance
PSP	Pastoral Support Plan

SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
VI	Visual Impairment
YES	Youth Employment Service

Links to further information and support

British Dyslexia Association	http://www.bdadyslexia.org.uk/
DFE SEND Code of Practice: 0-25	http://www.gov.uk/government/publications/send-code-of-practice-0-to-25
DFE SEND: guide for parents and carers	http://www.gov.uk/government/publications/send-guide-for-parents-and-carers
North Somerset's Local Offer	http://northsomersetonlinedirectory.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel
Supportive Parents: Supporting families of children with SEND	http://supportiveparents.org.uk/sevices-in-n-somerset/
The National	http://www.autism.org.uk/

Autistic Society	
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