

# SEN Information Report for Clyst Vale Community College

## September 2017

Clyst Vale Community College is a mainstream secondary academy school in a rural setting. At the time of this report, there are 887 students on role, including 96 in post 16.

As of September 2017, we expect there to be 140 students on the SEN register. Of these there are 112 students who are identified as needing SEN School Support, 28 who have a Statement of Special Educational Need/Education, Health and Care plan (EHCP) and a further number of students on our school awareness list. Our Additional Support department consists of three distinct areas who work together to meet the four primary areas of need :

- Learning Support – primarily to meet needs of students with needs relating to Communication and Interaction, Cognition and Learning and Sensory/Physical needs, such as specific learning difficulties, literacy issues, SALT difficulties and those on the autistic spectrum.
- Skills Room – primarily to meet the needs of students with Social, Emotional and Mental Health difficulties, for example school refusers, students experiencing mental health issues, behaviour difficulties and those at risk of exclusion.
- Hearing Support Centre – designated centre in East Devon to meet the needs of students with a hearing impairment and to provide outreach support for local schools.

The aim of the Additional Support Department is to integrate students with special needs into the mainstream wherever possible. The philosophy behind this is that students with special needs gain in motivation, self esteem and self confidence and avoid being labelled or stigmatised.

### **Leadership and staffing/contacts:**

We all encourage and welcome contact from parents and carers, either by telephone, email or by appointment for a meeting.

Mr Paul Sutton, Deputy Principal with responsibility for Pastoral Issues, designated teacher for Children in Care and Safeguarding Lead is also Head of Additional Support. Contact [suttonp@clystvale.org](mailto:suttonp@clystvale.org) or 01392 461407.

Mrs Val Hudson, SENCo, has day to day oversight of SEN provision as in SEN Code of Practice Sept 2014 and is based in Learning Support. Contact [hudsonv@clystvale.org](mailto:hudsonv@clystvale.org) or 01392 46107.

Mrs Lois Angell, Assistant SENCo and Teacher of the Deaf, leads the Hearing Support Centre. Contact [angelll@clystvale.org](mailto:angelll@clystvale.org) or 01392 461407.

Mrs Lela Rogers, Skills Room manager. Contact [rogersl@clystvale.org](mailto:rogersl@clystvale.org) or 01392 461407.

Mrs Claire Phillips, SEN Administrative Support . Contact [phillipsc@clystvale.org](mailto:phillipsc@clystvale.org) or 01392 461407, 01392 463919

Other staffing include highly experienced and trained teaching assistants.

### **Identification and assessment of pupils with SEN.**

The Head of Additional Support and the SENCo are responsible for deploying the SEN team and arranging SEN provision for students in liaison with other staff, parents, students and external agencies. However, all teachers at

Clyst Vale are teachers of those with additional needs within their classes and we aim for quality first classroom teaching and effective differentiation to enable students to access the curriculum, make progress and achieve.

In order to ensure that we are making our best efforts to support students and to identify their needs we track all academic and behaviour student data using the regular reporting system and SAIF meeting (Student Achievement and Intervention Forum). Information for students with additional needs is gathered on transition in yr 6 by the SENCo from the primary school and disseminated. If staff have concerns about a student, they can make a formal referral to the Additional Support panel meeting which assesses new referrals each week. For students at risk of exclusion, CVCC is part of an area group to address the needs of these students and to plan intervention and action, which might include a managed move to another school or a referral to Schools Company or an alternative educational provision. We work closely with the County Inclusion Team.

### **SEN Provision**

All students on the SEN register have a Pen Portrait/SEN student information sheet detailing their background, needs and successful strategies. This is available to all teachers and staff to assist in high quality teaching first and effective differentiation and is regularly updated. Students on individual interventions have an individual target plan to track and assess progress. On entering the school all year 7 students take a Group reading test and NFER cognitive ability tests, giving baseline data which is used to assess areas of weakness and plan interventions. Literacy screening (spelling, reading and writing speed test) is carried out for all students who enter school mid year and for students who are taking part in literacy interventions. We recognise that some students require additional, personalised or alternative provision and aim to put this in place. For example, at KS3 a student might be withdrawn from a subject permanently or temporarily to allow time for a specific intervention, a KS4 student might go to college for one afternoon a week as an option subject, or a student might spend an afternoon a week at a local special school to access a specialist provision. Teaching assistants support students in a range of different ways, including 1:1 individualised work, specialist EAL provision, providing personal care, enabling access to extra curriculum activities at break and lunchtime and supporting on trips, and some in class targeted support. We aim for all students to enjoy school trips and carry out SEN risk assessments and put in place additional provision to enable this to happen.

### **Staff expertise and training**

All Additional Support staff take part in whole school training provision and well as specialist training to enable us to meet the additional needs of the students. In recent years examples of training carried out are supporting exam access arrangements, working with students with communication and language difficulties, supporting a Soundwrite approach to reading and spelling and in national changes to SEN. A wide range of specialist training for groups of staff has been accessed, including working with students with Downs Syndrome, supporting medical needs such as diabetes, epilepsy and allergic reactions and supporting administration of medication where required, Passive Intervention and Prevention Training, Thrive, specialist training in child bereavement with Balloons, working with young carers and training in mentoring from school counsellors. Dyslexia Network meetings and Downs Syndrome Support group are regularly attended. We have 2 qualified Thrive practitioners and an HLTA who has completed the Devon Enhanced Autism Programme (DEAP) to become a lead ASD practitioner. A team leads the Early Help for Mental Health (EH4MH) provision in line with county wide projects. The SENCo assesses for exam access arrangements and is supported in this by an HLTA an external specialist and Educational Psychologist Angie Mudge. We receive support from county advisory teachers and educational psychologist for individual students with a very high level of complex need and we buy in additional support from these specialists to advise and assess other students with additional needs where needed.

## **Accessibility, facilities and equipment**

Clyst Vale had grown across the site over the years to take advantage of its rural and open setting. Buildings are accessible by wheelchair and there are lifts where needed. There are designated toilets for the disabled. There is a disabled accessible cooking area in Food Technology. Parking bays for the disabled are available at several points at the front of the school and near the sports hall. Further details can be found in the Accessibility Plan. There is a sound field system if needed. Most classrooms have projectors and Smartboards. Learning Support has a range of specialist equipment for use with individual students, including height adjustable tables, booster cushions, writing slopes, coloured filters, computers and some laptops which students can loan by arrangement. Equipment is routinely cleaned and serviced as required. Where a student requires very specialist equipment we work with families, students and county and health external agencies to source and fund whatever is required and receive training in its use.

In Learning Support there are several classrooms and smaller rooms for full class, small group, individual work and to facilitate exam access arrangements for individual students. A conservatory attached to learning Support acts as a 'safe haven' for vulnerable students at break and lunchtime. The SENCo and department administrator offices are in Learning Support and an adjacent staff area ensures staff are on hand at all times. The purpose built Hearing Support Centre has two classrooms with computers, a kitchen and an office. The Skills Room is a dedicated classroom with computers and an office and Mr Sutton has an adjoining office.

## **Consulting and involving parents, carers and children**

It is our aim to build good working relationships with parents and carers and work with them to ensure their child's needs are met and encourage regular contact. Some relationships with parents begin as far back as year 5, when the SENCo is keen to be invited to the transition and subsequent reviews for students with a statement or EHC plan and encourages pre-transition meetings and visits. The school has a Transition Co-ordinator, Bridget Adie, who works closely with the SENCo to plan good transition experiences for all students between primary and secondary school. All yr 6 students attend 3 transition days in the summer term and for students with additional needs extra pre-transition day visits can be arranged. For students at other key transition points, for example yr 9 to 10 or for students moving into into post 16 or adult provision, careful support and planning is in place. Careers advisor Angie Kibble and advisors from Careers South West can be consulted.

Involvement and consultation with parents and carers continues as they attend open evenings and transition events in the first instance, then when a child is at school they are invited to meet the teacher and tutor events and encouraged to contact school when needed. They are also warmly invited along to sports events such as sports day/Festival on the Field and the many musical and drama events that take place. All students are issued with a termly progress report and all students have a planner which parents are asked to sign weekly and are encouraged to write in. For students with additional needs parents, carers and students will take part in statement/EHC plan reviews, Right for Children, TACs, TAFs, PEPS, Child in Care meetings and meetings with external agencies where appropriate and will be kept informed of and consulted about any individual provision arrangements required.

We firmly believe in a child-centred approach and wherever possible (unless detrimental to or inappropriate for the student) will include students in meetings and consultations and will discuss provision with them. Their contributions to formal meeting will be gathered appropriately in advance and every effort is made to ensure a student feels comfortable in a meeting and understands what it is about.

## Addressing and resolving concerns

The school Complaints Policy details how parents can raise concerns with the school. However, it is our aim to work with parents and students to build a good relationship and to effectively address concerns immediately they arise. Generally the class tutor or subject teachers are the first point of contact for all students, followed by the Head of School and the Assistant to Head of School (ATHOS). Where a student has additional needs the more appropriate first point of contact may be the SENCo or assigned lead/key person for that student.

## Additional services

We work closely with and are aware of how to access external agencies and services from education, health and social care to meet the needs of students with additional needs and support their families. We understand and use the criteria used, the referral process and funding issues when we need to consider a referral to one of these services. Examples of services that may be accessed are:

Educational Psychologist, advisory and specialist teachers, Integrated Children's Services, assessment by occupational and physiotherapists, counselling, Education Welfare Officer, CAMHS, Speech and Language Services, Youth Offending Team and services, Multi Agency Safeguarding Hub (MASH), Early Help Services.

## Support services for parents and carers

In addition to the staff in school who can be contacted for advice and support, the following people and organisations can offer support to parents, carers and young people.

- School Nurse Michelle Perryman [michelle.perryman@nhs.net](mailto:michelle.perryman@nhs.net) or 07816 956366
- Careers Southwest Advisory Service  
37/39 Queen Street  
Exeter  
Devon  
EX4 3SR  
Telephone: 01392 203603  
Fax: 01392 203607  
Email: [exeter@careerssw.org](mailto:exeter@careerssw.org)
- Angie Kibble, Careers Advisor CVCC 01392 461407
- DIAS (Devon Information Advice and Support- previously Parent Partnership)  
[www.devonias.org.uk/mailto@devonias@devon.gov.uk](http://www.devonias.org.uk/mailto@devonias@devon.gov.uk)
- School Dyslexia Helpline [dyslexiahelpline@babcockinternational.com](mailto:dyslexiahelpline@babcockinternational.com)
- General information about SEND provision in Devon can be found at [www.devon.gov.uk/send](http://www.devon.gov.uk/send)

## Local Authority's Local Offer

The Local Authorities Local Offer can be accessed via [www.devon.gov.uk/send](http://www.devon.gov.uk/send)