

# SEND Information Report



In this document we intend to explain how SEND is arranged at the Spires College. We will review and update this information report annually.

This information report should be read in conjunction with the SEND policy and Accessibility Plan.

## **1) How the Spires College approaches teaching children with SEND**

At The Spires College, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students, whatever their needs or abilities. The Learning Support department has a philosophy to promote quality first teaching within all classrooms in order to enable all of our students to have access to an excellent education.

By endorsing that every teacher at the College is a teacher of SEND, we operate a "whole student, whole school approach" to the management and provision of support for students with all kinds of special educational needs.

To help support students' progress through the phases of their education and ensure a smooth transition, our SENDCo is available at our GCSE Options Evening for Year 8 students and their parents/carers and liaises with our Director of Sixth Form and other local post 16 providers.

## **2) The Special Educational Needs and Disability (SEND) Department**

The team that is responsible for coordinating provision for students who have been identified as having special educational needs is based in our SEND Department. We are very confident in the effectiveness of the way we work with all students to enable them to achieve; learning difficulties can vary greatly and we have a range of strategies in place to meet these needs.

The SEND Department is purpose built and allows us to work with small groups of students as well as with individuals on a 1:1 basis. As far as possible, we work to ensure that our students are able to access mainstream classes, but the SEND Department is a place where students are able to come to for reassurance and targeted educational support. Please read the college's Accessibility Plan which gives further detail regarding the adaptation of resources and facilities.

We have a large team of Learning Support Assistants (LSAs) who work with students in the SEND Department and in classrooms across the College. The LSAs have a weekly session for training and CPD (continual professional development), and access to relevant courses and qualifications. The LSA team is rich in a variety of skills and knowledge to ensure that we are supporting our students to achieve and to become independent in education and life.

We also offer supported lunch and break times, which allow for quiet time with supervision and activities, are available for any student, should they wish or need it.

### **Foundation Learning – Nurture Base**

To ensure that all students have the opportunity to access a full and balanced curriculum and to allow progression according to ability, we have foundation nurture groups. In years 7 and 8, our students who are working significantly below age related expectations are taught in a primary school style classroom with a specialist teacher. The focus is on English/Literacy and Maths/Numeracy. There are two dedicated and specially trained LSAs who support the teaching in this provision. Year 7 students spend 19 of their 50 lessons per fortnight in this provision and Year 8 spend 21 their 50 lessons per fortnight in this provision. Students join the rest of the year group for Science, PE, Design Technology, Creative Arts and Humanities lessons. In Year 9 and beyond, the students have a differentiated curriculum, with continued support, for them to achieve their full potential at GCSE.

### **Enhanced Provision for Hearing Impairment**

The Spires College is proud to be the designated secondary school in Torbay for students with hearing impairment. As such, we have local authority funded places to ensure that Torbay has educational provision available for young people with a range of hearing loss. As part of this provision, we have a Hearing Support Centre led by the Local Authority Advisory Teacher, a specialist teacher of the deaf, Mr Lee Fullwood, and LSAs with training and experience that allow us to offer specialist support for students with hearing loss.

Where necessary, we tailor educational programmes for individuals that include regular lessons delivered by Mr Fullwood. The Hearing Support Centre is purpose built especially for use with students with hearing impairments and the College operates a FM system linked to hearing aids to ensure that our students with hearing loss can access mainstream lessons.

### **Enhanced Provision for Autistic Spectrum Condition**

The Spires College is are proud to be a designated secondary school in Torbay for students who have high level ASC needs. As part of this provision, we have specialist staff and LSAs with training and experience that enables us to offer specialist support for students on the Autistic Spectrum who would otherwise struggle in a mainstream school. Places in our enhanced provision are allocated via the local authority SEND Team. Students must have an EHCP and a full ASC diagnosis. For further details, please contact the SEND Team at Torbay Local Authority or our SENDCo.

### **Students with Illness or Physical Disability**

The work of the SEND team also extends to ensuring that students with a long or short-term illness or disability can access the full curriculum. This may be ensuring that wheelchair access is available to all classrooms, liaising with colleagues in various health teams to ensure we understand medical needs, or supporting the student in a lesson or around the college. We are flexible and innovative in our approach to ensure that all students can access lessons in the college as much as possible and are therefore able to achieve their full potential. A differentiated curriculum is provided where necessary in full consultation with medical and health professionals and parents/carers.

## **3) How SEND is identified and provided for**

### Identification of SEND:

The SEND register is reviewed termly through meetings with the relevant Head of Year and updated accordingly. Data is reviewed termly after each data drop with Heads of Department where necessary; this information is then used to identify any students who may need to be added to the SEND register. This information may also come from tutors or parents. Information is then gathered to identify any difficulties a student may be having in lessons including an observation by a member of the SEND team. If necessary, further referrals can then be made.

Provision for SEND:

	Communication and Interaction Needs	Physical, Medical and Sensory Needs	Cognition and Learning Needs	Social, Emotional and Mental Health Needs
<p><b>Universal Provision</b> Reviewed with teacher and PSM.</p>	<ul style="list-style-type: none"> <li>• Presents with difficulties with social communication, rigidity, personal organisation.</li> </ul> <p>Universal Provision Quality First Teaching checklist</p>	<ul style="list-style-type: none"> <li>• Short or medium term OR low level physical/medical/sensory need where a reasonable adjustment is needed to ensure accessibility.</li> </ul> <p>Universal Provision Quality First Teaching checklist</p>	<ul style="list-style-type: none"> <li>• Literacy levels between 85-100ss.</li> <li>• Slower processing or handwriting speed.</li> <li>• Reading mentors &amp; Lexia.</li> </ul> <p>Universal Provision Quality First Teaching checklist</p>	<ul style="list-style-type: none"> <li>• Presents with difficulties with anxiety or other mental health need.</li> <li>• Presents with difficulties attention or lesson engagement.</li> </ul> <p>Universal Provision Quality First Teaching checklist</p>
<p><b>Targeted Provision</b> Reviewed between SENDCo and PSM each Data Drop.</p>	<ul style="list-style-type: none"> <li>• ASC diagnosis or awaiting diagnosis. Presents with significant communication needs.</li> <li>• Diagnosis of speech/language need with involvement from speech therapist.</li> <li>• Named keyworker who monitors and meets with them regularly.</li> <li>• Access to sensory regulation tools/room.</li> <li>• Access to social skills support at break / lunchtimes.</li> <li>• small group teaching to support: attention and active listening skills, turn taking, social skills, comprehension,</li> <li>• Regulation Plan for sensory breaks and 5point scale.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical /medical /sensory need where an ongoing reasonable adjustment is needed to ensure accessibility.</li> <li>• Named keyworker who monitors and meets with them regularly.</li> <li>• Access to sensory regulation tools/room.</li> <li>• Assistive technologies.</li> <li>• Regular liaison with a qualified Teacher of the Deaf to support student and school staff to understand hearing loss and promote independent use of audiological equipment through training, regular checks and monitoring.</li> <li>• small group programmes in language activities.</li> <li>• Alternative specialist support in PE.</li> <li>• Support for unstructured parts of the school day</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy levels between 72-85ss. Monitoring of students every data drop.</li> <li>• A SENDCo assessment of literacy need.</li> <li>• Small group intensive Literacy intervention.</li> <li>• Targeted interventions in <b>typing tuition and dictation (assistive technologies)</b>.</li> <li>• Place in the Nurture group to enable access to curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at school is &lt;90% due to mental health needs.</li> <li>• <b>Thrive sessions</b></li> <li>• <b>School Counsellor</b></li> <li>• <b>Motional</b></li> <li>• LSA intervention to re-engage into lessons.</li> <li>• Access to sensory regulation tools/room.</li> <li>• Behaviour Support Plan</li> <li>• <i>Small group programmes on attention and concentration skills, emotional literacy, anxiety management, self-esteem, turn-taking and cooperation skills, social interaction skills, etc., according to need</i></li> </ul>
<p><b>Specialist Provision</b> Reviewed through the Annual Review Process / via SENDCo meetings.</p>	<ul style="list-style-type: none"> <li>• ASC diagnosis which is significant and severe with co-morbidities and with an EHCP or additional funding.</li> <li>• Named place at the LA designated ASC provision.</li> <li>• Short term bespoke interventions in pre-teaching, social skills, thrive, social communication and personal organisation needs.</li> </ul>	<ul style="list-style-type: none"> <li>• HI Impairment with an EHCP.</li> <li>• Physical, Visual or Medical disability with an EHCP.</li> <li>• Named place at the LA designated HI provision.</li> <li>• LSA support across the curriculum as required to enable access to curriculum.</li> <li>• Alternative specialist support in PE.</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnosis of a significant learning disability and EHCP and/or additional funding.</li> <li>• Or literacy levels which remain significantly low (&gt;70ss) despite previous intensive interventions.</li> <li>• Intensive 1:1 literacy intervention.</li> <li>• LSA support to enable access to full curriculum.</li> <li>• Place in the Nurture group with additional support to enable access to curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnosis of a significant mental health, social or emotional need with EHCP and/or additional funding.</li> <li>• Diagnosis of a social/emotional need with an EHCP.</li> <li>• LSA support across the curriculum as required to enable access to curriculum.</li> <li>• Daily support through Inclusion Support Team.</li> </ul>

#### **4) How provisions are evaluated for effectiveness**

We use the 'plan, do, review' cycle of assessment and intervention at The Spires College. All provisions are measured with an entry assessment, mid-point assessment and exit assessment. The SENDCo oversees all targeted provisions and meets with team leaders every half term to review the children receiving provisions.

#### **5) How SEND children's progress is monitored**

The SENDCo meets with school leaders termly to review progress data for children with SEND. For children who struggle to make progress targeted interventions are put in place to support them.

#### **6) Training for SEND**

At The Spires College, we believe that "every teacher is a teacher of SEND". All teachers have a continuing professional development programme whereby Quality First Teaching gives them the skills to support all types of SEND.

Our Learning Support Assistants have a weekly training time allocation which enables them to fulfil additional specialist training for the children they support.

#### **7) Parental voice**

At The Spires College we recognise the crucial role parents/carers play in supporting their children's education. Regular communication with parents allows school and home to work in partnership to support our SEND students. Members of the SEND team are available at parents' evenings to provide opportunities for feedback and discussion of student progress and support.

#### **8) Student Voice.**

We recognise the importance of listening to our students. In the SEND department we strive to gather the views of students accessing the department and use these ideas to inform any changes we make.

#### **9) Transition Arrangements**

At The Spires College, we recognise the importance of transition and the significance of these transition points in the lives of our students and their families. Students joining the college in Year 7 have a number of opportunities to visit the college, meet staff from the SEND team and complete activities in college. They will also have the opportunity to take part in our summer school which provides students with the opportunity to meet staff, spend time in college and spend time with their new classmates. For those leaving the college to go on to new things we have developed good relationships with our local colleges and can support students in their transition to the next stage of their education. **Please see the Spires College SEND policy for further information.**

#### **10) The use of other specialist agencies to support children with SEND**

The Spires College is supported by a large number of colleagues in education, health and care and we work collaboratively with them to support children with SEND.

Please see the link below to find out more about the services in Torbay for children and young people with a Special Education Need (SEN) or Disability

<http://fis.torbay.gov.uk/kb5/torbay/fsd/localoffer.page?localofferchannel=0> (link is external)

#### **11) The SENDCo**

Katherine Hurst is the SEND Coordinator at the Spires College.

She can be contacted by email: [send@thespirescollege.com](mailto:send@thespirescollege.com)

For information about the Special Educational Needs and/or Disabilities Information, Advice and Support Service for Torbay, please use the following external link:

<http://sendiasstorbay.org.uk/> (link is external)