



# **Special Educational Needs and/or Disabilities Information Report**

## **Section 69 Education Act 2014**

### **Clause 65 Special Education Needs (Information) Regulations 2014**

#### **Introduction**

This report should be read in conjunction with our SEND policy and our local offer, both of which are located on the school website.

Name of SEN governor: Ms. Debra Grogan  
Name of Pendle Vale College SENCO: Mr. M Zaman  
Name of headteacher: Mr. O Handley

The report will be reviewed annually by the SEN information working group consisting of the SENCO, SEN governor, HLTA, parents of students with SEN and students with SEN.

Pendle Vale College is a college which places learning at the heart of all we do and where success and achievement are central to our philosophy. We commit to the three values of Ambition, Determination and Respect.

#### **SEND Provision at Pendle Vale College.**

Pendle Vale College is a large mainstream setting that strives to provide the best possible education for every child. We are dedicated to a quality and equality of education and opportunities for all students. (Please see our policies on single equality, safeguarding, anti-bullying and SEND.) We share the view that students are entitled to a broad and balanced curriculum that can be adapted to meet any specific special educational need. Through the provision of quality first teaching we allow all students to realise their potential. Throughout their college education, or at times, a student may require additional support beyond this practice.

The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have significantly greater difficulty in learning than the majority of others the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.”

The needs may arise from the following broad areas of need:

#### **Communication and interaction (CI)**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social

rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASC, Autism Spectrum Condition, are likely to have specific difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others, social expectations and social interactions. There may be sensory issues arising from ASC such as noise, light or clothing which may have to have reasonable adjustments or adaptations to environments or uniform.

### **Cognition and learning (CL)**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties (SEMH)**

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 challenging 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 disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. As a college we have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behavioural difficulties in schools – see the 'References' section under chapter 6 for a link.

### **Sensory and/or physical needs (SPN)**

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or physiotherapy support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the 'Social Care for Deafblind Children and Adults' guidance published by the Department of Health - see the 'References' section under chapter 6 for a link. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

### **How does the college know if young people need extra help and what should I do if I think my child/ young person has special educational needs?**

Pendle Vale College students are identified as having SEND through a variety of ways, including the following:

- The transition process from feeder schools/previous school.
- Teacher observation – if a student is performing well below age expected levels in class, the teacher would complete an expression of concern form.
- Results from school assessments that indicate expected progress is not being made.
- Concerns raised by the student and/or parent/guardian.

- Liaison with external agencies and professionals.
- Health diagnosis through a paediatrician or similar medical service.
- Monitoring of behaviour analysis/tracking and entries which demonstrate concerns regarding behaviour or self-esteem affecting progress and attainment.
- A cycle of assess>plan>do>review and/or graduated response.

#### **How can I raise a concern if I need to?**

In the first instance concerns should be raised with the form tutor. This will then be shared with the HOY / Assistant HOY for that year group and with the SENCO, Mr I Crompton. With agreement from parents, if required, assessments will be carried out in college to decide and organise in-house support or advice from external agencies if necessary.

#### **How will the college support my child?**

As a college we measure students' progress in learning against national and age-related expectations. We track students' progress on entry in year 7 right through to year 11 using teacher assessment, summative tests and assessing reading and spelling ages.

The class teacher will oversee, differentiate plans and work with each student with SEND in their classes. The department delivering the intervention documents any additional support given to a student and parents/guardians are informed. If required deployment of any additional teaching assistant support is monitored and tracked by the SENCO and class teachers and is measured against expectations. Teaching assistant support, if deemed appropriate, may require working with your child individually, in a small group or as part of the class.

Outside agencies may at times, be employed to assess or work with a student, parents or staff involved with delivering education. Where a child is not making expected progress well below peers, decisions about interventions and support are made as a team with the aim to support where necessary whilst also promoting independence.

If your child has an EHCP or statement there will be a formal meeting to plan targets together, to ensure that support is matched to the identified need. The report is written and shared with the SEND officer at Lancashire County Council.

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

All work completed within class is aimed to be pitched at an appropriate level to enable all to access the activity or task. Learning outcomes are personalised to promote achievement. SEND students will be offered differentiated tasks and resources to promote inclusivity. The College environment can be adapted to help a student if appropriate and necessary.

#### **How will school and I know how my child is doing and how will you help me support their learning?**

Students with SEND are tracked using regular assessments carried out by subject teachers. Trackers are produced termly and provide information linked to target and attainment in addition to providing a grade for attitude to learning. Many interventions/differentiation strategies to support pupils are controlled and managed by the subject teacher.

Teaching assistants run some interventions and, progress is documented and then shared with the leads for the subjects in addition to the SENCO.

Progress of students identified on the register or with a current EHCP or statement is also measured and analysed by the SENCO termly. Those with an EHCP or statement have an annual review with a variety of contributing services, in addition to contributions made by college representatives for example teachers, teaching assistants and specialist teachers.

The review investigates what is going well and how the outcomes / targets are being met. The review and record of the review meeting is then shared with parents and the linked school special educational needs officer in addition to other interested services.

A student profile is used to share information as a collaborative working document; this enables staff to contribute to priority and long-term outcomes. SMID / Profiles are used to track both academic and social, emotional development and are reviewed each term.

Information is shared with parents during parents' evening where class teachers and the SENCO are available to make appointments with.

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

A number of formal policies operating within the college are designed to support wellbeing. For example: the single equality policy, safeguarding policy, anti-bullying policy and the behaviour policy which can be located on the school's website.

Other mechanisms to support your child include an open door policy to access a SEND representative where there are concerns. In this instance, students are made aware of whom they can approach to discuss any concerns.

Referrals into various college interventions such as, INSPIRE Team, Nurture, Counselling, Equity, Diversity and Inclusion and Healthy relationship groups are made by staff to ensure students have the best support, care and guidance for their wellbeing.

### **What specialist services or expertise are available at, or accessed by the school?**

We work closely with external agencies we feel will benefit or support an individual student's needs. Examples we access include:

- Educational Psychologists.
- Services offered by special schools, for example, Pendle Community High School.
- Young People's Service now called WEPHS.
- Specialist ASC teacher in house.
- VI specialist, HI specialist, Physical Disability Specialist, mental health specialist.
- Specialist teachers employed through the Lancashire Traded Team.
- Health services including; ELCAS (East Lancashire Child and Adolescent Service, SCAYT (Supporting Carers of Children and Young People Looked After Together), school, nurse, SaLT (speech and language therapists), occupational therapists.
- Social services including social workers.

### **What training have the staff supporting young people with SEN had or may they have?**

Weekly early closure sessions to support, train, and maintain knowledge of teaching assistants. For specific areas of need, teaching assistants are sent on appropriate external courses / workshops. Teachers and teaching assistants are all subject to performance management where the opportunity identifies areas for development or a desire to specialise with aspects of special educational needs. During the period of being a newly qualified teacher an induction is completed including SEN practise, legislation, procedures and school policies and processes.

### **How will my child be included in activities outside the classroom including school trips?**

The college has an inclusive environment and adheres strictly to its equality and diversity responsibilities. The college makes anticipatory and reasonable adjustment to ensure inclusivity within activities outside the classroom. The EVOLVE programme is used to plan a visit along with detailed risk assessments.

### **How accessible is the school environment?**

For students who require additional resources or equipment to access the National Curriculum we work both internally and with external agencies. Training for staff to use any additional resources or equipment is fulfilled in addition to completing risk assessments.

The site is fully wheelchair accessible including disabled parking, accessible toilet facilities and lifts to access all levels.

We have an EAL Teacher who assists us in supporting students with English as an additional language.

### **How will the school prepare and support my child to join the school or the next stage of education and life?**

We operate a co-operative transition programme to enable pupils to become familiar with the building and key staff prior to commencing in year 7.

Our school transition officer, Year 7 lead and SENCO visit feeder primary schools to discuss and observe pupils to support the transition process. We encourage parents with children who have SEND that they can visit the college on open evenings and organised visits if they feel it will help their child. Summer schools are also offered as an opportunity to aid transition.

When leaving us in year 11 our SEND students are supported through transition visits with institutions. In addition, we offer a transition forum where colleges are invited to enable us to share information about individual needs. In rare cases it is necessary for one of the college teaching assistants to attend with the student, once they commence, for promotion of a smooth handover.

### **How are parents/carers involved in the school? How can I be involved?**

We work in partnership with parents to support students' learning needs, well-being and progress and aspirations. Parents are encouraged to contribute towards their child's education through:

- Parents' evenings or discussions with class teachers.
- Discussions / meetings with the SENCO or external agencies where appropriate.
- Supporting learning targets at home in addition to homework help.
- Participation in annual reviews for students with EHCP / statements.
- Attending transition meetings during year 11.

### **What arrangements does the school make for consulting young people with special educational needs about – and involving them in – their education?**

Students with an EHCP / statement are encouraged to share their views by completing a review advice form and being present at the annual meeting. We like to encourage the student to contribute towards their own review and we encourage students to have conversations with teaching assistants and teachers who work with them about progress with targets.

### **What arrangements does the school make in relation to the treatment of complaints from carers of young people with SEND concerning provision made at the school?**

Please contact the school SENCO in the first instance and then please see the college complaints procedure for details on how to proceed.

**Where can I find the contact details of support services for the parents of young people with SEND?**

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/parent-carer-support-groups.aspx>

SEND Information Advice and Support Service (SENDIASS)

- Tel: 0300 123 6706
- Monday to Friday 8am to 5pm

Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)

**Where can I find information on where the local authority's local offer is published?**

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>