

SEND Information Report 2024 – 2025

1. The kinds of SEND that are provided for

Our college currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

2. Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress: Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Once a student is identified as possibly having a SEND need the Devon Graduated Response will be completed to identify the area of need.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child or young person

Everyone is clear on what the next steps are

Notes of these early discussions will be added to CPOMS and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the Devon Graduated Response and the four-part cycle of **assess, plan, do, review**.

The tutor or subject teacher will work with the SENDCo and/or Deputy SENDCo to carry out a clear analysis of the pupil's needs. This will draw on: The teacher's assessment and experience of the pupil

Their previous progress and attainment and behaviour

Other teachers' assessments, where relevant
The individual's development in comparison to their peers and national data
The views and experience of parents
The pupil's own views
Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This will be available on ClassCharts. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils will meet key staff from their new setting. They will have extra transition visits over a period of time, including induction days. Visits are also available during the summer holidays. Pupils will be offered the opportunity to complete a travel training programme if required.

6. Our approach to teaching pupils with SEND

Every teacher is a teacher of SEND and every leader is a leader of SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated and adapted for individual pupils. Teachers will;

- Create a positive and supportive environment for all pupils, without exception.
- Build an ongoing, holistic understanding of their pupils and their needs.
- Ensure all pupils have access to high quality teaching.
- Compliment high quality teaching with carefully selected small-group and one-to-one interventions.
- Work effectively with teaching assistants.

We will also provide the following interventions:

- Social skills – including clubs
- Anger management and social emotional and mental health support
- Communication and Interaction and Speech and Language support
- Handwriting support
- 6th form mentoring and paired reading
- Physiotherapy

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it by;

- Flexible grouping
- Cognitive and metacognitive strategies
- Explicit instructions
- Using technology to support pupils with SEND
- Scaffolding

Teachers adapt the learning by use of recommended aids, such as laptops, coloured overlays, visual timetables and larger font.

Teachers differentiate their teaching in a variety of ways including; giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

8. Additional support for learning

We have teaching assistants who are trained to deliver interventions such as lego therapy, social skills, handwriting support, literacy and numeracy and physiotherapy.

Teaching assistants will support pupils on a 1:1 basis when stated on their EHCP, when directed by the teacher or when identified by the TA as requiring 1:1 support.

Teaching assistants will support pupils in small groups when stated on their EHCP, when directed by the teacher or when identified by the TA as requiring additional small group support. We work with the following agencies to provide support for pupils with SEND:

- Communications and Interaction Team
- Social Emotional Mental Health Team
- Sensory and Physical Disability Team
- Educational Psychologist
- Teacher of the deaf/Educational audiologist
- Re/Habilitation Officer for Visually Impaired Children (ROVIC)
- Occupational Therapist
- Inspire South West
- 0-25 Team
- Physiotherapist
- Early Help team
- Inclusion officer
- Education wellbeing team

9. Expertise and training of staff

Our SENDCo has experience in this role and has worked as a teacher, head of year and head of department for a total of 30 years. This is a full time role and therefore is able to allocate 5 days a week to manage SEND provision.

We have two Deputy SENDCo's who are both experienced teachers.

We have a team of 12 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

10. Securing equipment and facilities

Bideford College is a fully accessible college with lifts to all areas, ramps to all outside areas and disabled toilets. We purchase, when required, specialist equipment to support students with a special educational need or disability. When appropriate we work with external agencies to secure the correct equipment and facilities for these students.

11. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

Reviewing pupils' individual progress towards their goals each term

Reviewing SEND attainment through termly assessments and reporting

Monitoring attendance

Reviewing the impact of interventions after 6 weeks

Using student voice activities

Monitoring by the SENDCo

Termly monitoring by SEND Governors

Whole college SEND review

Using provision maps to measure progress and the use of the Devon Graduated Response Holding annual reviews for pupils with EHC plans

12. Enabling pupils with SEND to engage in activities available to those in the college who do not have SEND

All of our extra-curricular activities and college visits are available to all our pupils, including our before-and after-college clubs.

All pupils are encouraged to go on our residential trip(s) to a wide range of locations both in England and abroad.

All pupils are encouraged to take part in sports day, college productions, visiting theatre groups, workshops, Ten Tors and The Duke of Edinburgh's Awards.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

13. Support for improving emotional and social development

Staff are aware of the importance of emotional wellbeing and work in creative and supportive ways with pupils and families to boost self-confidence and increase social development. The majority of pupils respond well to whole class and college strategies, but some require a more personalised approach. We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the college council and house leaders. Pupils with SEND are also encouraged to be part of a wide variety of clubs to promote teamwork/building friendships and social skills.

Pupils with SEND are encouraged to represent the college in competitions and events. Pupils with SEND are involved in pastoral interventions designed to promote teamwork and develop friendships.

Pupils with SEND are invited to regularly celebrate their achievements.

College counsellors

6th form and peer mentoring programme

Reducing Anxiety and Promoting Emotional Wellbeing

Regular contact and liaison with parents and carers

Regular contact from tutors

Transition support when moving year groups or phases

Consistency of approach by all adults

Staff supervising during break periods

Access to structured activities indoors and outdoors as appropriate during break and lunch times

We have a zero tolerance approach to bullying.

14. Working with other agencies

Bideford College strives to work collaboratively with other agencies including Local Authority and voluntary organisations, health and social care bodies. We seek support for our students and families through referrals to a range of agencies. We keep updated with knowledge of relevant support opportunities current by attending SEND locality meetings. We receive weekly updates from the Local Authority and Early Help of training and support opportunities.

15. Complaints about SEND provision

Complaints about SEND provision in our college should be made to the SENDCo in the first instance. They will then be referred to the college's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our college has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

Devon's SEND Local Offer

<https://www.devon.gov.uk/education-and-families/send-local-offer/>