



## **Bodmin College SEND Information Report 2019/20**

At Bodmin College we welcome everyone into our community. Bodmin College “Strives for excellence by putting the learner first” and makes available inclusive provision to ensure that all pupils, including those pupils identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

Our Special Educational Needs and Disability Co-ordinators (SENDCo) are:

Mrs C Sousek (Mainstream) and Miss Holly Elliott (Greenfield). Our SEND Governor is Mr D Rushton

We are committed to diminishing the difference between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this.

### **Does my child have a Special Educational Need or Disability (SEND)?**

A young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. If the impairment has a substantial and long term effect on a person’s ability to carry out normal day-to-day activities it may amount to a disability.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, mental and emotional health**
- 4. Sensory or physical**

If your child is identified as having a SEND we will inform you and place them onto the SEND Record of Need (RON). The RON is kept in school and enables our staff to access support information and/or strategies for individual students.

Students with SEND are identified throughout the transition process through meetings with key staff at the previous educational setting. If an Education, Health and Care Plan (**EHCP**) is in place, the Local Educational Authority will be involved throughout the transition process. We offer a range of support during transition to help students become accustomed to the new faces and the change of environment before starting with us in September. The College has established an SEND network with partner primary schools to share expertise, to develop the systems for moderation and transfer of student information and to maximise positive opportunities for ensuring successful transition of students from Year 6 to Year 7. An electronic transfer of student data occurs on the 1st September; this includes a student’s SEND status. Soon after the students start at Bodmin College we complete a



range of diagnostic and baseline testing. These allow us to identify students who require further intervention for literacy and numeracy or may have some learning needs in these areas. If you are still concerned about your child's educational needs in the first instance, please raise your concerns with your child's form tutor. If you still require further guidance contact the school's Special Educational Needs and Disability Coordinator (SENDCo).

The College also has the Greenfield ARB which makes provision for a further group of college students with Moderate and Severe learning difficulties. This provides further opportunities for partnership working, sharing of staff expertise and equality of opportunity for all college SEND students.

### **How will Bodmin College communicate to all staff that my child has SEN or a disability and the support that he or she will need?**

All staff receive a weekly update of any specific needs that a student may have. Staff also have access to the Record of Need which indicates which strategies will best support a student in class. Staff members have access to student profiles and student passports which provides information which enable progress in the classroom. Regular communication between Heads of Department and Heads of Year enable concerns to be communicated effectively.

### **How are teaching staff equipped to support students with SEND?**

Our first priority at Bodmin College is quality first teaching and learning and to promote good practice as outlined in the SEND Code of Practice. This means the effective inclusion of all students in high quality everyday personalised teaching. Teaching staff have a duty to plan for the needs of all learners. This includes ensuring that additional adults are used effectively. The College SEND team is composed of qualified professionals offering specialist expertise and advice to parents, teaching staff and pastoral teams in supporting SEND students. Qualified teachers and HLTAs manage and direct a team of teaching assistants. Teaching assistants provide classroom support which is timetabled for students with an EHCP or are identified as SEN Support. This support is available to all other vulnerable learners through TA deployment. TAs are also affiliated to curriculum areas, working with departmental 'Link teachers', and assigned to year groups at tutor time to monitor student passports. Support and advice develops the generic classroom based provision. CPD is delivered through learning forums. Differentiated resources are developed and prepared by teachers and teaching assistants. SLT and SEND teachers observe and monitor differentiation in the classroom and the application of SEND strategies and resources.

In addition, specialist interventions include: Dyslexia workshops, Phonics, Paired Reading, Social and Communication Skills workshops (SOCCs), Emotional Literacy. The SEND team liaise with Heads of Year, Heads of Department, Child in Care and Child Protection Officers in school in order to maintain effective two-way communication to highlight the needs of SEND students to ensure their safety and well-being. The SENDCo informs, supports and advises SLT and the Governors and Trustees of the College, as required.



### **What Support or interventions are on offer?**

The nature and extent of support is largely dependent upon the individual's needs. As such we need to be able to offer a wide range of support measures or interventions to reflect these needs. Some provisions will be linked to their setting. Within the school we have several highly- specialised provision centres:

- The Nurture Provision
- Secondary Ready Intervention Group
- The Journey Centre
- Social and Communication Skills Workshops
- Paired Reading
- Subject Specialist HLTA's
- Autism Champion Support
- Dyslexia Champion Support
- TA support team
- Peer mentors
- Trauma Informed Schools (TIS)
- Emotional Literacy Support Assistant (ELSA)

### **How does Bodmin College liaise with other agencies?**

As a College, we feel that having as much information about a student is key to supporting them effectively. We regularly liaise with a range of external agencies and we will follow guidance given when possible. We will always seek your consent before referring your child to an outside agency. We do encourage parents to allow agencies to share information with a key member of staff at school. Examples of agencies we presently liaise with include:

- Educational Psychology Service
- Early Help
- Child Adolescent and Mental Health Service (CAMHS) – NHS Multi Agency Referral Unit (MARU)
- Physical and Medical Needs Team
- Sensory Support Service (Hearing and Visual) - NHS Occupational Therapy – NHS
- Speech and Language Service - NHS Child and Young Person Services
- Autism Support Team
- Dyslexia Services
- Careers South West

### **How does Bodmin College manage the administration of medicines?**



Medicines for students in mainstream are managed by the College Nurse, in the medical room. Within Greenfield, medicines are managed by staff within the ARB. For the Pathways group in the 6<sup>th</sup> Form medicines are managed by their teaching staff.

If a student requires medicine during the school day, the following procedures outlined within the policy for administration of medicines will be followed.

### **Admissions**

The Governors of Bodmin College are the admitting authority for the College.

The Admission Policy is written with full adherence to and in accordance with the School All statutory obligations defined within this code apply, including the operation of an equal preference scheme. Students will be admitted to Year 7 without reference to ability or aptitude using the procedures detailed in this document, which includes arrangements and criteria that will be applied in the event of oversubscription. In-year admissions will be managed by the College utilising the criteria within the Admissions Policy. Children with an Education Health and Care plan that names Bodmin College will be admitted to the College.

For further details please refer to the Admissions Policy.

### **Access**

#### **Curriculum**

Bodmin College is committed to inclusion and all of our students have access to the full curriculum. All teaching staff are responsible for ensuring that lessons are appropriately differentiated and therefore fully accessible for all students.

In KS3 students with low levels of literacy and numeracy may have access to a smaller class and a differentiated curriculum in English and Maths, taught by a specialist HLTA.

In KS4 students are offered a more personalised curriculum which is identified during the Year 8 Pathways process in partnership with parents, carers and students. Students with low levels of literacy have access to a smaller class.

At KS5 the curriculum is increasingly specialised and personalised for all students. The Pathways course provides students with EHCP a personalised pathway for further education that enhances skills in independent living, numeracy, literacy and employability.

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

- As the school has areas on two levels, stairs are a necessity. Elevator access is available for Language, Maths, Art and Humanities rooms



- Permanent ramps are available so that ground floor access is available to wheelchair users in Creative Media, Music, Humanities and Science spaces
- Lifts are available to provide access to English rooms, downstairs Language spaces, Reception and Canteen/Core spaces
- Toilets are available in every building
- Disabled parking spaces are located outside of reception
- Annual review of our Accessibility Plan ensures that we are always striving to ensure that our site is as accessible as possible for all students, staff and visitors.

### **Monitoring Progress**

All classroom teachers are responsible for the regular monitoring and assessment of their students. Assessments are formally recorded on a termly basis and overseen by Subject Team Leaders, Tutors, Heads of Year (HoYs), Senior Leadership Team and Governors. All students on the Record of Need, and those where data indicates a lack of academic progress are monitored by the Heads of Department and the SENDCo. Liaising with parents, students and class teachers, key information is shared sensitively, through communication channels such as staff meetings, emails and face to face meetings.

### **How will I know how my child is doing?**

- You will be provided with a print out for instant access to the latest assessment, behaviour and attendance information
- Parents/Carers are invited to attend termly parent consultation evenings with subject teachers to discuss their child's progress
- Our regular assessment points throughout the year provide parents/carers with formal data reports
- If teachers have any specific concerns they will always contact parents/carers directly to discuss these with you
- For students with identified SEND, there will be structured conversations three times a year in addition to the formal EHCP review
- We welcome regular communication with all parents/carers via email or by telephone

### **Useful Information**

[Cornwall Family Support Service](#)

[Cornwall Early Help](#)



[Cornwall Council Local Offer](#)

[Special Educational Needs and Disability information, Advice. Support Service](#)

If you have any further questions or would like to discuss any concerns, then please do not hesitate to contact the College on 01208 72114.