

Sir Thomas Wharton Community College: A Co-Operative Academy

Brief description of the school

At Sir Thomas Wharton Community College we have a strong ethos that we ensure is adhered to by all members of staff when we work with children and young people who have SEN or disabilities, these include:

- taking into account the view of children, young people and their families
- enabling children, young people and their parents/carers to participate in decision-making
- collaborating with partners in education, health and social care to provide support identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning helping children and young people to prepare for adulthood

How we identify if your child may need additional help and/or has special educational needs (SEN)

We place great importance on identifying special educational needs early so that we can help children as quickly as possible. We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'. Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed, including special 'catch-up' work and other kinds of support. We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class, that the child has SEND. The Code describes how help for children with special educational needs should be made by a step-by-step or 'graduated approach'. The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEN. So increasingly, step by step, specialist expertise may be brought in to help the College with the difficulties that a child may have. We will inform parents/carers as soon as we first start giving extra or different help to your child because they have special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a coloured overlay. Help may be needed through the graduated approach for only a short time or for many years, perhaps even for the whole of their education. Help for children with SEND will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

How we involve parents and carers in meeting the needs of their child and in whole school developments

At Sir Thomas Wharton Community College we firmly believe that developing a strong partnership between parents/carers, the student and the College is the key to success which will help SEND students to achieve their potential. We recognise that parents/carers have a unique overview of their child's needs and how best to support them. We therefore place the young person and their parents/carers at the heart of every decision as they have a key role in the partnership. Parents/carers are invited to all Academic Review Days (ARD) and encouraged to attend all events throughout the year. A link to our college calendar can be found on: <http://www.stwcc.co.uk/mainsite/?cat=65>

How we will involve your child in the planning and review of their support

All young people are offered the opportunity to take part in the planning and review of their support. We use a child-centred approach and encourage our young people to contribute to the process, if they feel able to do so.

How we match the curriculum, teaching and learning approaches if your child has SEN

Quality First Teaching This includes all students whose individual learning needs can be met through high quality teaching and learning through differentiation (making work/tasks different in order to cater for all individual learning styles). In-College Intervention This describes any in-college intervention or support that a student may need to access for a short period of time. It may include any of the following strategies being used;

- The subject teacher gaining further support from the SENCO and other members of the college support team
- The student working with a teaching assistant
- The student being withdrawn into another class to work on specific topics and skills
- A short-term placement in any of our college support areas, namely; Successmaker or Better Reading Programme or Progress Managers

All teachers can and will differentiate learning to meet students individual needs as part of the Quality First Teaching agenda. Differentiation is the way a teacher/curriculum is made 'different' so that students can complete the work set or instruction given.

Differentiation can be done in a variety of ways as it may help to;

- close the attainment gap between the student and their peers;
- prevent the attainment gap from growing wider;
- match or improve the student's previous rate of progress;
- ensures full access to the curriculum;
- demonstrate an improvement in self-help or social or personal skills or demonstrate an improvement in the student's behaviour

Differentiation may include any of the following techniques;

- Through differentiation of activities throughout the lesson. The differentiation may involve modifying learning objectives, teaching styles, and access strategies. Personalising for student's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the subject teacher.
- Monitoring of progress will be carried out by the subject teacher and used to inform future differentiation within whole class planning.
- The student's progress will be reviewed at the same intervals for the rest of the class and a decision made about whether the student is making satisfactory progress at this level of intervention.
- Paired planning with teachers and LSA's
- Advice from SENCo and SEN team
- SEN staff training offered to all staff (teaching and support)
- Intervention groups
- Faculty and department meetings held regularly by all subjects areas

Where a period of differentiated curriculum support has not resulted in the student making adequate progress OR where the nature or level of a student's needs are unlikely to be met by such an approach, provision at the SEN-support level may be required.

How we provide additional support if your child has learning needs

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Outside Agency Support

Here, the SENCo may request outside agency or professional support from a specialist team to gain advice about an individual student. At Sir Thomas Wharton Community College we work closely with a number of different outside agencies. They may work directly with the student but also are likely to provide strategies and support for subject teachers. At this stage a Pen Portrait would be done on the student and distributed to all subject teachers. A Pen Portrait is a detailed picture which is made in collaboration with the student, parents/carers and college. It gives a detailed description of the individual student and importantly identifies specific strategies for teachers and support staff to use when teaching the individual student. Pen Portraits are used by subject teachers effectively to help students make progress.

Education Health and Care Plans (EHC)

A very small number of students may require additional support over and above. In agreement and consultation with the young person, parents/carers and other professionals, if it is felt further support is required, we will ask Doncaster Local Authority to consider a student for an Educational, Health and Care Plan needs assessment. An EHC plan is only drawn up by the local authority if once a needs assessment has determined that an EHC plan is necessary, and after consultation with relevant partner agencies. This is a legal document which details the education, health and social care support that is to be provided to the student who has SEN or a disability. It is regularly reviewed with clear outcomes which must be measurable and worked towards.

How we provide additional support if your child has social and communication needs

We recognise that students may need their social and emotional confidence building throughout their education. For students with additional needs or those with an Education, Health and Care Plan this can need further support. We provide a large range of different learning experiences which help to do this and through differentiated teaching and learning styles, all teachers and subjects areas are able to help build this in all learners. We also have additional areas of support that can also be accessed by students if additional support is needed to develop social and emotional well-being. These may include any of the following interventions:

- Mentor support for anger management, dealing with conflict etc...
- Mentor support to develop self-confidence and self-esteem following a period of difficulties
- An appointment/referral to the school nurse
- An appointment / referral to a specialist team for example an Educational Psychologist, Autism Support Team
- 1:1 support with a key member of staff
- 1:1 support from another student through peer mentoring which can include; anti-bullying ambassador, e-safety

How we provide additional support if your child has physical, sensory and/or medical needs

We recognise that some students have extra emotional and social needs that need to be developed and nurtured over time. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative. We also recognise and are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to students having SEND but it can have an impact on well-being. We ensure appropriate provision is made in order to prevent problems escalating. Students are able to access support for short-periods of time as required or will be provided with additional support from peers or staff as required. Where there is long-lasting difficulties we would consider whether the child may have SEND. Overall, as a College we pride ourselves on the high quality pastoral support we provide through the form tutor, Head of House and SLT link managers. We also work very closely with the external agencies and engage students and families into accessing additional support when needed.

How we provide help to support your child's emotional health and well being

The College has a robust pastoral and welfare system and is part of the new Emotional Health and Well-being protocols that are being implemented in schools.

How we promote developing independence

Depending on the needs of the individual young person we strive to develop independence in our young people whilst maintaining the highest standards of support. We offer practical help and support throughout the young person's college life that prepares them for adulthood. For example, we have supported students with travel training and life-skills work.

How we measure and review your child's progress against their targets and longer term outcomes

The college runs three academic review days per year where our students and their parent/carers are invited in to discuss academic progress with their Form Tutor or class teachers. The data is carefully monitored and discussed at our Progress over Time Group meetings where in-college interventions can be allocated. SEN Reviews are carried out in a timely manner and involve all relevant parties. These are organised by our SENCo and set both academic and wider targets for the individual students.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

At Sir Thomas Wharton we pride ourselves on the ability to adapt to ensure that our facilities are safe and welcoming to a wide variety of SEND needs. Within reason we adapt both the environment and curriculum to ensure that no child is left behind.

How we include children with SEND in the life of our school

All students, regardless of whether they have additional needs or an Education, Health and Care Plan will have equal access to all facilities, trips and experiences. We are truly committed to equal opportunities for all. Sir Thomas Wharton Community College is fully compliant with DDA requirements as a single site college serving Key Stage 3, Key Stage 4 students and post-16 learners. The Academy is thoroughly accessible for wheelchair users with lifts between floors.

The Learning Support Centre is situated on the Second Floor of the building and consists of three classrooms namely;

1. Successmaker Support: a classroom space for literacy, language and numeracy development using a combination of ICT and small group support
2. Better Reading Programme: small group reading support
3. Learning Support: this includes a classroom space where students work individually or in small groups to focus on literacy and numeracy skills linked to curriculum areas The SENCO,

and the learning support assistants meet regularly to discuss students' progress, needs and individual plans.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

At Sir Thomas Wharton Community College all students are seen as individual learners. In order to ensure we meet the needs of everyone, we have a clear inclusive mantra which applies to all classrooms and all students. "All teachers are teachers of students with SEN." In addition to this, all staff undergo continuous professional development (CPD) throughout the year. As part of whole-staff CPD, specialist development and training is given to Special Educational Needs Teaching and Learning techniques. We cover a wide array of topics which cover the needs of our students so that all staff can meet the needs of all students.

External support and expertise we can call upon to help us to meet children's needs

Here, the SENCo may request outside agency or professional support from a specialist team to gain advice about an individual student. At Sir Thomas Wharton Community College we work closely with a number of different outside agencies. They may work directly with the student but also are likely to provide strategies and support for subject teachers. At this stage a Pen Portrait would be done on the student and distributed to all subject teachers. A Pen Portrait is a detailed picture which is made in collaboration with the student, parents/carers and college. It gives a detailed description of the individual student and importantly identifies specific strategies for teachers and support staff to use when teaching the individual student. Pen Portraits are used by subject teachers effectively to help students make progress.

We also work closely with other agencies such as;

- Multi Agency Team
- Social Care
- Educational Welfare Service
- Autistic Support Team (ASSET)
- Community Police Support Officers
- Police
- CAMHS (Child and Adolescents Mental Health Service)

How we prepare children to join our school

Key transition points occur through a child's life. In order to make transitions as smooth as possible for all agencies, we plan and share all information in a proactively manner involving all agencies at all stages. Clearly parents/carers play a vital role in this as does the child/young person themselves. We involve careers advice from as early as Year 8 when reviewing and setting targets for students who have an Education, Health and Care Plan. Students may access support from the external agencies but also may request a key member of staff to attend any review meetings if they feel this would help them to make clearer choices about their future. From Year 9 onwards, outcomes set through the Education, Health and Care Plan should reflect plans are being made to prepare that young person for adulthood. All targets and goals are

aspirational and could include a focus on higher education, employment, independent living and participation in society.

How we prepare children to move on from our school

If your child leaves the college, we will contact the named SENCo at the new school to ensure they are aware of any special arrangements or support that need to be made for your child. If your child is in Year 11, we have access to the careers service.

How we deploy our resources to meet the needs of children with SEND

Our resources are carefully allocated to meet the needs of the individual students. Strategic decisions are taken to manage budget constraints against meeting the needs of the SEND students. Provision mapping is carried out rigorously and, when necessary, we will allocate additional resources above and beyond the minimum expected.

Contacts for more information

Head of Faculty / Department:

Responsible for:

- Checking on the progress of your child and identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Educational Needs Co-Ordinator (SENCO) and Assistant Headteacher (Inclusion) know as necessary.
- Ensuring that all staff working with your child are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the college's SEND Policy is followed for all the students with any SEND

The SENCO (Mr J OLDHAM):

Responsible for:

- Coordinating all the support for children with SEND and developing the college's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs.
- Updating the college's SEND register (a system for ensuring all the SEND needs of students in college are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in college so they can help children with SEND achieve the best progress possible.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

Assistant Head Teacher (Ms K DULLEY)

Responsible for:

- The day to day management of all aspects of the support for children with SEND.
- The Head Teacher will give responsibility to the Assistant Headteacher, SENCO and the teachers, but is still responsible for ensuring that your child's needs are met.

- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in college relating to SEND.

SEND Governor: (Mr K GRAY)

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

Head teacher/ Principal: Mr Keith Binks

Chair of Governing Body: Mr Kim Gray

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Email: admin@stwcc.co.uk

Website: <http://www.stwcc.co.uk/>

SEND Policies and SEN Information Report link(s):

<http://www.stwcc.co.uk/uploads/STWCCDocuments/Policies/SEND%20Information.pdf>