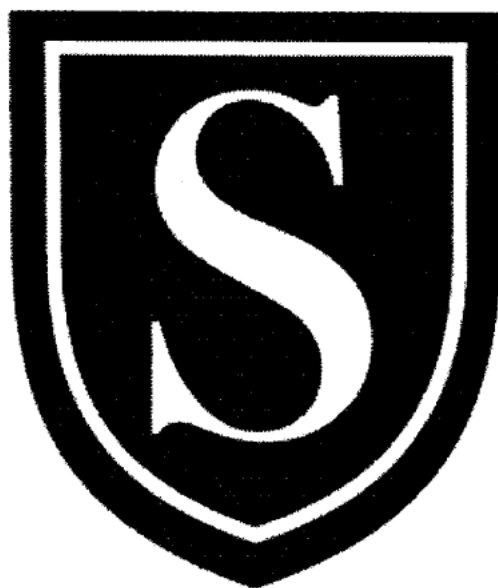


Southam College



SEN/D Information Report 2019



Stowe Valley Multi Academy Trust
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Southam College
SEN/D Information Report

What should I do if I think my child may have Special Educational Needs or Disabilities (SEN/D)?

Southam College is committed to the early identification of Special Educational Needs or Disabilities. We believe that close parental liaison is fundamental in supporting students and we value your input. If you have any concerns or queries regarding your child, there are several people you can contact:

- Your child's Head of Year or Tutor
- Your child's Subject Teachers
- The Learning Support Department
- Warwickshire SENDIAS (Special Education Needs Information Advice and Support Services)

Also, at Parent's Evenings there are members of the Learning Support Department available to answer any questions you may have. Or, if you are concerned about an aspect of your child's learning or development, you contact the Learning Support Department at any time to discuss it.

How does the school know if students need additional support?

Before your child starts at Southam College, we liaise closely with the primary school to gather information and data about any SEN/D. This enables us to understand what type of support has been provided at primary school so that we can support children with SEN/D as soon as they start at Southam.

When your child is at Southam College, we monitor their progress through various tests. This provides us with data and information which may indicate that your child needs additional support.

Also, we ensure staff are able to raise concerns they have regarding students at our weekly Referral and Monitoring Panel (RAMP). This can then lead to observations, collecting samples of work, feedback from other subject teachers, further assessments, consulting external agencies or discussing concerns with parents.

How will the school support my child?

Having identified your child's needs, we use the gathered information to decide how best to support your child. We strongly believe that high quality, outstanding teaching is an essential part of supporting children with SEN/D. If it is decided that additional support is needed, this will be a graduated response. For example, a Learning Support Assistant may be placed in some lessons to provide support for your child. Also, a Pupil Passport could be produced to outline support strategies for staff. If it has been decided that your child needs a higher level of support, additional interventions may be offered.

How will the curriculum and other teaching strategies be matched to my child's needs?

As part of our ethos for high quality teaching, we expect teachers to differentiate their lessons to meet the needs of all students. Through the use of Pupil Passports, staff are aware of your child's strengths, needs and strategies to support them. In some subject areas, students may be placed in ability groups or smaller sized classes. Some students may be removed from a Modern Foreign Language and placed in Core Support to support them with their literacy and numeracy needs. We also offer a 'Fresh Start' programme to accelerate literacy for some students. Other students, with more complex needs, may follow a personalised curriculum.

How is the decision made about what type and how much support my child will receive?

We encourage all our students to be independent learners as much as possible in every lesson. We carefully review all transition information which is collated, alongside our initial standardised tests, to help determine the support a student needs. Depending on this information, further support may be offered. For example, Core Support, Fresh Start, Nurture Group etc. Parents / carers are asked to comment on relevant additional needs via Admission Forms and subsequent meetings. If your child has an Education, Health Care Plan, we use the objectives and provision outlined to determine the type and level of support.

The Learning Support Department will ensure the students are accurately placed on the SEN/D register and support will be matched to the needs of the child. The SEN/D register is reviewed based on student progress and any intervention that has been put in place. If sufficient progress is made, the SEN/D status and provision may alter.

How will I know how my child is doing and how will you help me to support my child's learning?

You will be informed about your child's progress through the school's reporting system and Parent's Evening. There is also the opportunity to liaise with staff via comments in the student planner. Also, students who are identified as having a Special Educational Need will often receive further contact with the Learning Support Department if the need arises. We value parental input and welcome feedback at any time.

What support will there be for my child's overall well-being and independence?

On Admission, your child will be placed in house-based, mixed ability tutor groups with a tutor and Head of Year responsible for monitoring the progress and development of each student. Tutors will see their tutor group during registration periods at the start and end of each day. They are a constant point of contact to celebrate and reward achievements and alleviate any concerns students may have. For example, we are signed up to the Anti-Bullying Charter and are proud of our robust procedures to prevent bullying of any kind occurring. Furthermore, currently in Year 7, there are Learning Challenge sessions to promote Personal Learning and Thinking Skills. Also, we encourage our teachers to incorporate our 'Skills for Success' framework into their lessons.

Additionally, there are Nurture Groups and Positive Behaviour Groups established within the school to further raise identified students' self-esteem, emotional well-being and independence.

What specialist services and expertise are available at, or can be, accessed by the school?

Firstly, we have our Learning Support Assistants who have a range of training, qualifications and experience in several areas. Also, within our school we have a Refocus Centre which helps to support students to improve their behaviour. If further additional support is needed for students who, without help, are at risk of not achieving a positive outcome, Heads of Year may start an EHA (Early Help Assessment) to ensure that relevant agencies are working together to support the child.

Where necessary, we seek support and advice from a range of external agencies and services. For example: the Autism Specialists, Early Intervention Service (EIS), Specialist Teaching Service (STS), Child and Adolescent Mental Health (CAMHS), Occupational Therapists, counselling services, Positive about Young People and Educational Psychologists.

Warwickshire's local offer (services currently available in Warwickshire) can be found at https://directory.warwickshire.gov.uk/index.php?catkey=special-needs_0.

What training have the staff supporting students with SEN/D had or will be having?

We are committed to the continuing professional development of all our staff. A range of training opportunities have been delivered, and will continue to be, in supporting students with autism, attachment disorder, hearing or visual impairments, emotional and social difficulties and literacy / numeracy interventions.

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

Educational visits and off-site activities greatly enhance students' personal and social development and contribute to the breadth of the curriculum. School residentials and trips are some of the most memorable experiences for students at Southam College and help to bring learning alive. They are heartily encouraged and carefully mapped out across all school years. All trips are planned carefully so that all activities are enjoyable, of maximum educational benefit and as safe as possible.

We make every effort to include all students in school trips. On occasion, we may need to complete individual risk assessments to ensure safety. All students are encouraged to attend extra-curricular activities and clubs during the school day and afterschool.

How accessible is the school environment?

We aim to make Southam College as accessible as possible through reasonable adjustments. The school provides reasonable access to all facilities, including wheelchair access to many areas. Reasonable adjustments will be made in response to the needs of the individual student.

Where access is limited, alternative provisions so that the student can access the whole curriculum are available. We are committed to extending our facilities, in line with the requirement to make reasonable adjustments to meet the needs of our students.

How will Southam College prepare and support my child to join the school?

Southam College has a comprehensive transition programme. It starts at the Autumn Term Open Evening when Y5 and 6 parents/carers can come in and meet the SEN/D team. From January onwards, Year 5 and 6 annual reviews and IEP reviews at primary school are attended by a member of the Learning Support Department. The information gathered is used to see how best to support the student and to help write your child's Pupil Passport for Southam College. The Head of Year and the Assistant Head of Learning Support make an initial visit to all feeder schools to gather data to help personalise their future education. The Learning Support Department can also arrange extra visits to the school for SEN/D students to reassure and answer any questions that parents/carers may have.

Induction day follows with all students being placed in their tutor group. A Learning Support Assistant (LSA) is linked to a tutor group for the whole day and the same LSA links again in September; building their confidence and helping them to have a positive start. Induction Evening allows students to mix in their 'houses' and play games while their parents are in the hall gathering information from key staff. There is also an opportunity for parents to liaise with members of Learning Support Department.

How will Southam College prepare and support my child to transfer to a new school or college?

Transition to post-16 education is co-ordinated for most students by our Careers Advisor. Our Careers Advisor supports students in exploring potential careers suitable and available to students and they also advise students on post-16 opportunities.

Also, we co-ordinate with local colleges to ensure that relevant information and data is transferred to ensure smooth transition. As part of the Annual Review / Education, Health and Care Plan process, we invite a representative from the preferred choice of college to support the transition process.

For students who are transferring to a new school, for example due to relocation or a more appropriate placement, Southam College will help to prepare students for this transfer by supporting any visits to the new school, ensuring all information is passed on and by supporting parents with the move.

How are the school's resources allocated and matched to children's SEN/D?

Our finances are monitored and we utilise resources to support the strategic aims of Southam College, as well as individual learner needs. Our school's Business Manager oversees resource allocation. For the majority of students, funding is sourced from the

school's budget. For some students with an Education, Health, Care Plan, additional 'top up funding' can be allocated by the Local Authority to support their needs.

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

We aim to support every student by working in partnership with parents and carers; keeping them informed at all times about the achievements of their children and by asking them to keep us informed about what is happening at home.

Through developing strong home school links, we aim to ensure that students are fully supported to develop their talents in the best possible way. We value close communication with parents and aim to keep them informed about the college's activities and the progress of their child.

There are formal contact points for parents to come into school to meet with teachers, these are a year group Parents' Evening where parents get to meet all their child's subject teachers. Year 7 parents are also invited to a settling in evening soon after students start at the college. In addition to these formal contact points, parents are welcome to see their child's tutor, teachers and Heads of Year by appointment at any time throughout the school year.

Who can I contact for further information?

If the first instance, parents/carers are encouraged to talk to their child's form tutor or relevant subject teacher. Parents/carers can also contact the Head of Year, SENCO, Miss S Kingham, or Learning Support Department if any further support is needed.

If you require any further information, do not hesitate to contact us on (01926) 812560.

December 2019