



## ABOUT OUR SPECIAL EDUCATIONAL NEEDS PROVISION

### In the Classroom

We believe that every member of staff plays a vital role in supporting students, including those identified as having additional needs:

**“All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.”**

Therefore, the majority of provision for any student at the College, including those with additional needs, is provided by Quality First Teaching from the classroom teacher. Some students have the additional support of a Learning Mentor and those who are not making expected progress due to a learning need may be invited onto a number of specific intervention programmes.

Students who have complex needs may require a much higher input of specialist support. We may apply for additional funding from the local authority and, in addition, may request a statutory assessment (this can lead to an Education, Health and Care Plan).

Students who have a statement (or EHCP), and some students with complex learning needs, are assigned a Learning Mentor who regularly meets the student to set and review short term targets and feed back to parents/carers. This is an additional point of contact for both students and parents/carers, to ensure regular communication and to quickly address any issues. If additional advice is required, the relevant agency is contacted, for example, educational psychology, school nurse, or advisory teachers.

### Extra-curricular activities

Within school we have a completely inclusive community with all students being encouraged to take part in trips, activities, clubs and residential visits wherever possible. Students with additional learning needs are encouraged to participate fully in school life; we have SEN students on the School Council, taking major roles in House activities and representing the school in various activities and events. All students follow a high quality curriculum and have access to outstanding pastoral support if needed and, like all provision in school, this is tailored to meet the needs of the individual.

### Transition provisions

We work together with our feeder primary schools and post 16 providers to ensure a smooth transition between phases. All of our new students are met by a member of the transition team and those already identified as having additional needs meet with our Director of SEND (Cassy Beer) during the summer term prior to transition. In addition, we also offer a summer school where more vulnerable students have the opportunity to meet staff and other students to ensure they are familiar with the school and staff.

If parents/careers have concerns regarding their child's special educational needs, they would in the first instance contact the Director of SEND (Cassy Beer). If the issue could not be resolved, the SEN Governor (Jill Gray) could then be involved.