

Honiton Community College  
Academy Trust



This report was reviewed and agreed by the Link Governor for SEND (Richard Cregan) on 21.10.2021 in accordance with the Terms of Reference for the Link Governor SEND.

This report has been completed in accordance with the SEN Code of Practice, para.6.79.

# S.E.N.D. Information Report 2021

## **Special Education Needs provided for at Honiton Community College**

Honiton Community College is a mixed mainstream secondary school which caters for students aged 11-19 years. We have students with a wide range of needs:

- Communication and Interaction.
- Cognition and Learning.
- Social, Mental and Emotional Health.
- Sensory and/or Physical.

Some of the needs under the headings above include:

- Communication and interaction, for example, autistic spectrum condition (ASC), 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.

## **Policies for identifying children and young people with SEN and assessing their needs**

The College SENDCo is Faith Harrell. She can be contacted on 01404 42283 or by email at [fharell@honitoncollege.devon.sch.uk](mailto:fharell@honitoncollege.devon.sch.uk).

The PA to the SENDCo is Louise Bradbury and she can be contacted on 01404 42283 or by email at [lbradbury@honitoncollege.devon.sch.uk](mailto:lbradbury@honitoncollege.devon.sch.uk).

Alison Salter is Assistant SENDCo and can be contacted on 01404 42283 or by email at [asalter@honitoncollege.devon.sch.uk](mailto:asalter@honitoncollege.devon.sch.uk).

We will assess each student'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 students 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 student is recorded as having SEND. 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 student 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. We will also enlist the support of external professional expertise when necessary to help determine and/or address needs.

The College system for regularly observing, assessing, and recording the progress of all students is used to identify students who are not progressing at an expected rate and who may have additional needs and require intervention.

The College's system includes reference to information provided by:

- Baseline assessment results.
- Assessment for learning strategies.
- Progress measured against the Performance level descriptors (P scales).
- Standardised screening and assessment tools.
- Observations of behavioural, emotional and social development.
- An existing/EHCP assessment of need, Individual Education Plan or Educational, Health and Care Plan (or existing statement).
- Assessments by a specialist service, such as educational psychology, identifying additional needs.
- Another College or LA which has identified or has provided for additional needs.

Based on the College's observations and assessment data and in liaison with the class teacher, Head of Pastoral, SENDCo and parent, the student may be recorded as:

- N No special educational need
- E Education, Health and Care plan
- K SEN support

The number of students recorded changes all the time. As at 20<sup>th</sup> October 2021 Honiton Community College has 71 SEN Support (K) students and 25 students with ECHPs. A further 4 applications are currently pending.

We have created a system within our register database (SIMS) which displays the criteria needed to be identified on the College register as having a Special Educational Need: this is in line with the SEND code of practice.

The College uses the [Devon Graduated Response Tool](#).

Summit meetings are held, comprising of staff from the Pastoral, Safeguarding and SEND teams where individual students and their needs are discussed and the Graduated Response Tool is considered.

Learners with complex needs will have an Individual Education Plan which will be reviewed throughout the year and shared with staff.

### **Arrangements for consulting parents and carers of children with SEND and involving them and the student in their education**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will seek to ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Students are involved in producing Individual Education Plans and Pastoral Support Plans that include what they would like staff to know about them, how they think staff can support them best, and their likes and dislikes.

Home-College links are fundamental for all our students to help them to achieve their very best. We actively encourage as much contact as parents or carers feels comfortable with and find the more positive this relationship the better the outcomes are for the young people involved. Students with specific needs and Education and Health Care Plans will have regular meetings arranged, often with other professionals when necessary. In addition, we are always available for parents and carers to talk to or meet with at the following:

- Progress evenings
- Open evenings
- Coffee afternoon

If you wish to meet with any member of staff outside the formal meeting systems you can make an appointment through the main reception number.

Main school reception – 01404 42283.

### **Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.**

We will share information with the school, college, or other setting the student is moving to. As part of the Y6-Y7 transition process, all primary schools with children that have SEND are contacted and information is shared. All students that require extra support with transition are offered additional settling in days. Parents/carers

are contacted where necessary and their children's needs are discussed. Meetings are held with Heads of Pastoral for each year group to discuss SEND students in their year groups. Meetings are held with the Director of Post 16 to ensure information is shared between Key Stage 4 and Post 16 studies.

All students are able to access professional careers advice to support them with their future goals.

### **The approach to teaching children and young people with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. Interventions are listed in Appendix 1 of the College SEND Policy.

Honiton Community College's curriculum intent is that all students will achieve success and leave the College as happy and resilient individuals. The curriculum is designed to ensure that all students are able to access it fully, whilst also providing enrichment opportunities to enhance the learning both in and out of the classroom. The impact is students that have a broad and balanced outlook on life and are able to go on to the next stage in their lives feeling confident and with the skills to tackle whatever may come their way.

The Additional Needs Department provide a staffed homework club on Tuesdays and Thursdays 3-3:30pm. It also provides a large room for students to spend their breaks and lunchtimes should they prefer a calm atmosphere with staff on hand to support them in their social time. The Department also runs lunchtime clubs including Lego, games, touch typing, gardening and a sports club (in conjunction with our very supportive PE Department).

### **How adaptations are made to the curriculum and the learning environment of children and young people with SEN**

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

Faith Harrell is the SENDCo. We have a team of Additional Needs Assistants and Health Care Assistants who are trained to deliver SEND provision.

Staff have been trained in Lego Therapy, Attachment Based Mentoring, Forest School, Dyslexia support and Read, Write, Ink, amongst other interventions and procedures.

Specialist expertise is secured in the main through Devon County Council and Babcock when required, and can include:

- Speech and Language Therapy (SALT)
- Educational Psychology (EP)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Early Help
- Youth Offending Team (YOT)
- 0-25 Team (0-25s)
- School Nursing team (SN)
- Physiotherapy Team (PT)
- Visual Impairment and Hearing Impairment (VI) and (HI)
- Educational Welfare Officer (EWO)
- Police

### **Evaluating the effectiveness of the provision made for children and young people with SEN**

We follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**. The College uses the [Devon Graduated Response Tool](#).

The subject teacher and Head of Pastoral will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- 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 student'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 student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or

approaches that are required via class profiles and Individual Education Plans. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

### **How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND**

The College ensures that all students have access to a broad, balanced and ambitious curriculum, and that the programmes of study are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.

Learning opportunities will aim to be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse in order to engage and inspire.

Staff work in a way to avoid the isolation of the students they are supporting and should encourage peer tutoring and collaborative learning.

Ambitious and inclusive schemes of learning and policies for each area of the curriculum are in place and are increasingly differentiated to include appropriate learning outcomes for all students.

### **Support for improving emotional and social development**

The Pastoral Team at Honiton Community College comprise of both teaching and nonteaching staff. The team is comprised of:

Vice Principal – Pastoral: Rob Robson [rrobson@honitoncollege.devon.sch.uk](mailto:rrobson@honitoncollege.devon.sch.uk)

PA to the Vice Principal, Pastoral – Michelle Blackburn  
[mblackburn@honitoncollege.devon.sch.uk](mailto:mblackburn@honitoncollege.devon.sch.uk)

Year 7 – Head of Pastoral: Ethan Leach  
[eleach@honitoncollege.devon.sch.uk](mailto:elech@honitoncollege.devon.sch.uk)

Year 8 – Head of Pastoral: Pippa Salter  
[psalter@honitoncollege.devon.sch.uk](mailto:psalter@honitoncollege.devon.sch.uk)

Year 9 – Head of Pastoral: Steevie Daw  
[sdaw@honitoncollege.devon.sch.uk](mailto:sdaw@honitoncollege.devon.sch.uk)

Year 10 – Head of Pastoral: Hayley Blight  
[hblight@honitoncollege.devon.sch.uk](mailto:hblight@honitoncollege.devon.sch.uk)

Year 11 – Head of Pastoral: Tom Skelding

[tskelding@honitoncollege.devon.sch.uk](mailto:tskelding@honitoncollege.devon.sch.uk)

Pastoral Support Officer: Sasha Thomas  
[stthomas@honitoncollege.devon.sch.uk](mailto:stthomas@honitoncollege.devon.sch.uk)

Pastoral Support Officer: Nichola Venn  
[nvenn@honitoncollege.devon.sch.uk](mailto:nvenn@honitoncollege.devon.sch.uk)

All staff can be contacted on 01404 42283.

The role of the Pastoral Team is to support our students in attaining their very best. This is done through supportive mentoring, one to one support or meetings, behaviour support reports / plans. Where a student's behaviour/s become difficult to manage then the Pastoral Team, Additional Needs Department and Executive Leadership Team will formulate a support package.

### **Wellbeing Team**

Complementing our specific Additional Needs department is our Wellbeing Team. They are here to provide all our students with both social and emotional support. This level of support is usually specifically implemented if a student is having difficulties or needs some additional input.

### **Medical and Medicines**

We have a comprehensive Medical and Medicines policy which can be found [here](#). The administration and control of medicines is done through Mrs Michelle Blackburn at [mblackburn@honitoncollege.devon.sch.uk](mailto:mblackburn@honitoncollege.devon.sch.uk). If you need your child to have medication within the college day you will need to fill out a medical consent form. Where the medical condition is more serious/ complex we will require a formal medical care plan to be complete with input from the relevant medical professionals and the contact for this is Miss Louise Bradbury at [lbradbury@honitoncollege.devon.sch.uk](mailto:lbradbury@honitoncollege.devon.sch.uk).

If a student requires personal or intimate care then co-operatively with the parents / carers, medical professionals we will draw a formal care plan. The college's personal/intimate care policy can be found [here](#).

### **How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families**

Honiton Community College uses the [Devon Early Help](#) process to coordinate multi-agency intervention for students and their families. Team Around the Family meetings are held to ensure that the family are receiving the most appropriate support and that all agencies involved are aware of how to support the student and their family in the best way.

### **Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

The staff at Honiton Community College come to work every day to support students to achieve their very best. However, if a parent or carer ever felt the need to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, Faith Harrell, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent or carer can submit a formal complaint using the College's Complaints Procedure.

Any issues that remain unresolved at this stage will be managed according to the College's Complaints Policy. A copy of which is available on the College website.

**The Additional Needs Department are always happy to discuss any questions you may have about the information above. Please contact us on 01404 42283.**