



Scott

Scott Medical and Healthcare College

Scott Medical and Healthcare College **SEN Information Report**

Scott Medical and Healthcare College is part of the Greenshaw Learning Trust.

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Scott Medical and Healthcare College SEND Information Report 2023-2024

30th October 2023

This report describes Scott Medical and Healthcare Colleges provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

Approval and review:

This report is the responsibility of: Karen Merricks

This report was reviewed and updated on: October 2023

This procedure was approved by the School Governing Body on:
17th January 2024

SEND Information Report 2023-2024

1. The types of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, 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 learning difficulties

2. Identifying pupils with SEND and assessing their needs

We will assess each pupil'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 pupils 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 pupil 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 pupil 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.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- 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 pupil'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 pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Induction visits for familiarisation will be organised and where appropriate enhanced transitions planned. Parents and students will be involved and will play a part in all transition planning.

6. Our approach to teaching pupils with SEND

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

- In 11 we provide parents and students with comprehensive revision guides, support sessions daily and warm up activities prior to their exams.
- Smaller rooms for those students requiring extra time.
- Screening for students thought to need additional time in exams.
- In year 9, 10 and 11 we run a homework club at break time.
- Weekly sessions with pastoral leaders to plan the support to ensure emotional wellbeing for students with SEMH needs
- Adaptive timetables where appropriate, including assisted entry
- Careers South West advisory interviews
- 1-2-1 UCAS entry support
- Counselling services where appropriate

7. Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

8. Additional support for learning

We work with the following agencies to provide support for pupils with SEND:

Children and Adolescent Mental Health Service (CAHMs)

Child Development Centre (CDC)

Advisory Teacher for the Deaf

Disabilities Advisory Service

SEND advisors at Plymouth City Council

Plymouth Independent Advisory Service for SEND (PIAS)

Educational Psychology Service

The Occupational Therapy Department, Derriford Hospital

Being a studio school Scott Medical is smaller than most mainstream secondaries and as such allows staff to know and understand student needs.

9. Expertise and training of staff

SENCo has completed the National Award for SEND Coordination and has held the position for twelve years. SENCo works full time with an appropriate allocation of time to fulfil the role. Dedicated SEND support staff manage the provision of exam concessions and specialist materials for students. Staff have training and discussion around the needs of our students weekly through briefings, but also through dedicated continued professional development time. All staff have level one mental health training, and several staff are qualified in Mental Health First Aid. Several staff are qualified in bereavement support and Suicide prevention.

10. Securing equipment and facilities

Scott Medical and Healthcare College provide SEND students with specialist equipment from our SEND budget. For example, easy grip pens, overlays, laptops and reading pens. Students with an EHCP can access additional funding through their EHCP allocation.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the SENCo
- Holding annual reviews for pupils with EHC plans
- Annual audit completed by Greenshaw Learning Trust
- Participating in Plymouth Local Authorities quality assurance / review process
- Appointing a governor, Sandra Trevarthen, to regular monitor and report on SEND provision

12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-after-and during school clubs.

All pupils are encouraged to go on residential trips, such as skiing in Austria or Biological studies in Wales. Enrichment curriculum, such as The Duke of Edinburgh Awards, Yr9 Eden project visit, Spanish tapas restaurant experience, are inclusive of students with SEND.

All pupils are encouraged to take part in sports day, masterclasses, work experience as appropriate to their curriculum and age regardless of SEND.

No pupil is ever excluded from taking part in these activities because of their SEND.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are actively encouraged to be part of all sports clubs to promote teamwork/building friendships etc.
- All students take part in sessions provided by the ZONE focusing on mental health and healthy relationships. Students are able to provide their views about school through student voice in tutor groups which feeds directly into the school council.
- We have a zero tolerance approach to bullying and this message is shared throughout the school through PHSE and is ingrained into the school ethos.

14. Working with other agencies

At Scott Medical and Healthcare College we work alongside Children's Social Care, health professionals and other supporting agencies such as Hidden Harm, Youth services, Barnardos and Military support services.

15. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

Our contribution to the local offer click [here](#)