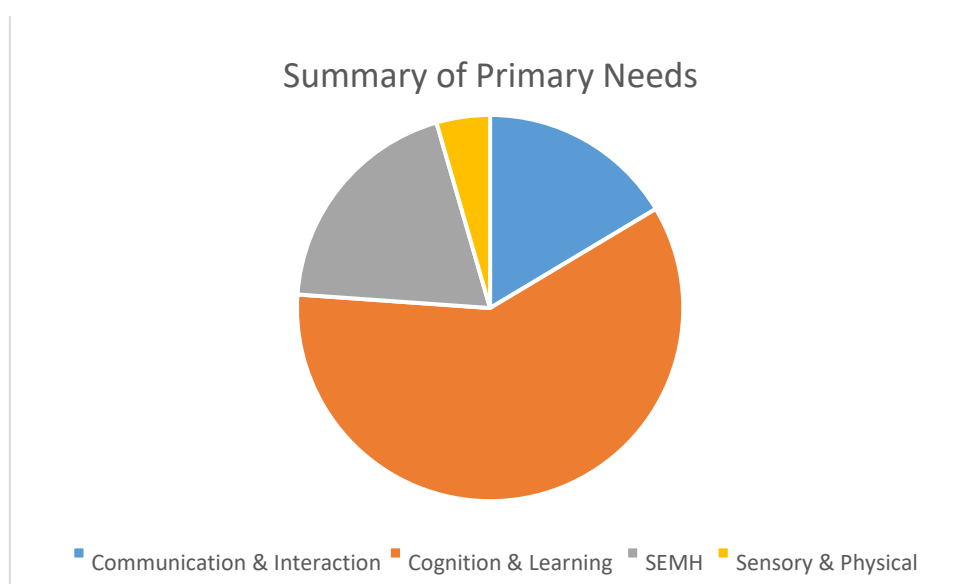


### **The kinds of special educational needs for which provision is made at the school**

At Witchford Village College 19% of students have an identified special educational need. Across this cohort 3.5% have an Education, Health and Care Plan and 15% are at SEN Support.

The primary need of SEND students at WVC is grouped as follows: 60% cognition, learning, 16% communication, interaction, 19% social, emotional and mental health, and 5% physical and/or sensory needs.



### **Information about the school’s policies for the identification and assessment of pupils with special educational needs**

Policies relevant to this document are detailed below. These can be accessed from the College policies webpage

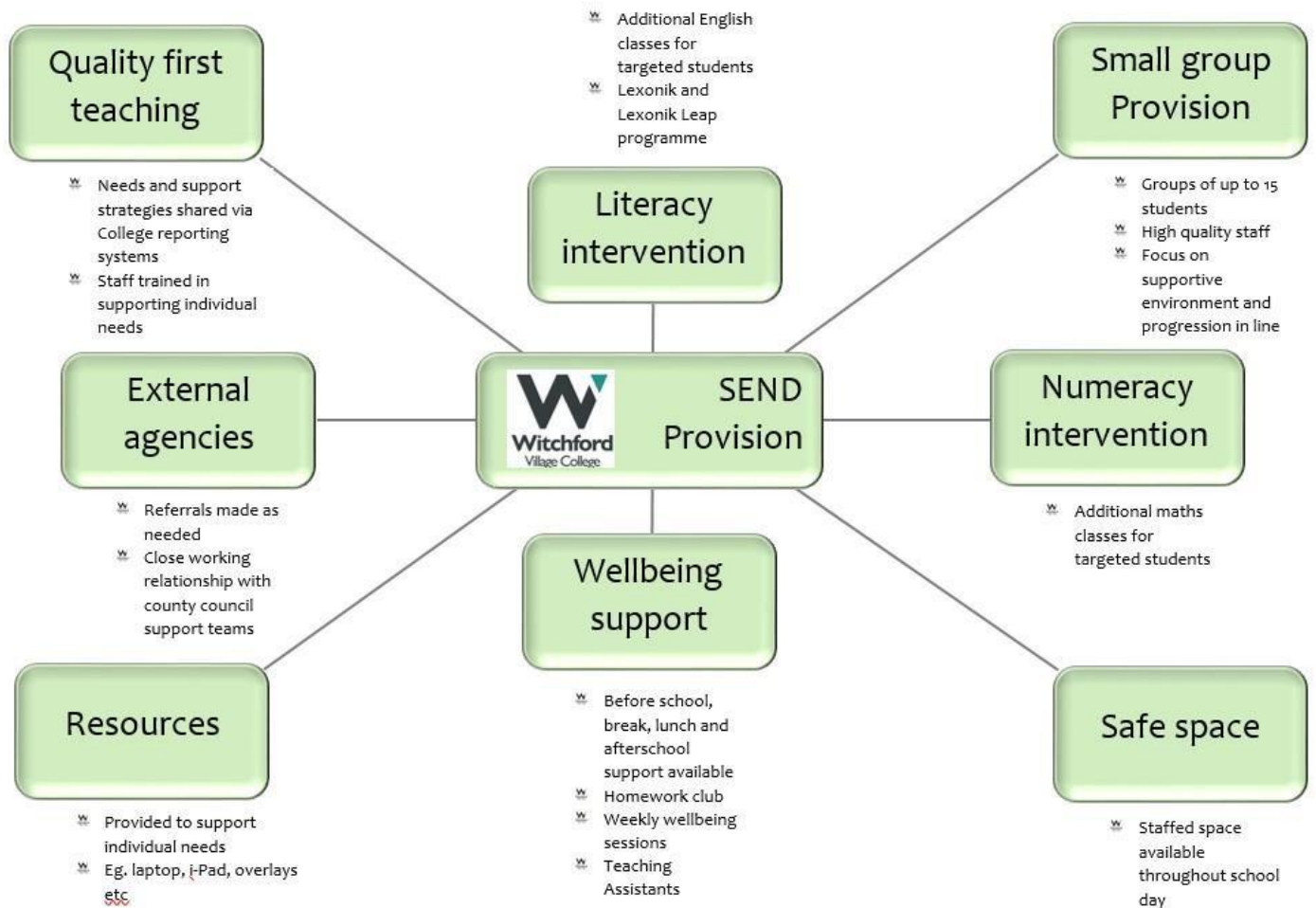
- SEND Policy
- Supporting pupils with medical needs
- Admission arrangements
- Accessibility statement
- Equality information and objectives (public sector equality duty) statement
- Safeguarding policy and procedures
- Behaviour policy
- Complaints procedure

### **Information about the school’s policies for making provision for pupils with special educational needs whether or not pupils have EHC plans**

As a College we follow guidance given within the Cambridgeshire Local Offer

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-slocaloffer>.

This details provision expected for students with SEND as well as offering guidance about external support available. Our school provision map can be found below



Student progress is measured and assessed throughout the child/young person's school career. Upon joining WVC, students complete a CAT4 assessment, which provides information regarding their performance in key areas. This data enables the school to identify those students who may need additional support early on in their school career.

In addition, students are assessed across the curriculum, with data being collected on a termly basis. This data is reviewed and analysed by the Senior Leadership Team and SENDCo enabling any areas of concern to be swiftly identified and acted upon. This termly review of data ensures all school leaders are fully informed as to the current progress of learners with SEND across the College and provision in place to support them. In addition, this data review enables forward planning of provision required.

Data is compared to other schools both locally and nationally looking at student progress both for learners with SEND and for those without SEND.

Alongside formal data collection methods of identification, WVC has an established referral process whereby teachers can highlight students who may need additional support to the SEND department. This process enables swift identification of needs and intervention where required.

Targeted interventions are used to help students how additional support make progress, these include; in-class support from an additional adult, precision reading/numeracy/handwriting, small group teaching, SEMH support for example.

Provision is mapped and evaluated using baseline data and completion of follow up testing post-intervention.

### **The school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

At Witchford Village College, progress of students with SEND is assessed and reviewed via the Assess, Plan, Do, Review graduate approach. As described in the SEND Code of Practice 2015.

Should a student be identified as needing additional support as a result of a review of data or a teacher referral the APDR process is initiated. This involves the initial **assessment** of the student's needs, followed by planning of intervention/support. The **Plan** is then implemented (**Do**) for a minimum of 6 weeks prior to being **reviewed**.

Once a minimum of 2 cycles of Assess, Plan, Do, Review have been completed, it may be appropriate to request an EHC needs assessment. This is dependent on the level of need of the student and the progress made following the APDR cycles. Students and their families are involved in all stages of these discussions. Parents/carers can also request an EHC Needs Assessment independent of the school.

Families of students with SEND are offered face-to-face meetings with the SEN Team 3 times a year as part of the College parents evening cycle. In addition, the team operates an open door policy encouraging students to speak with staff as well as offering telephone and email contact whenever required.

We comply with GDPR and Freedom on Information guidance.

### **The school's approach to teaching pupils with special educational needs**

At Witchford Village College, all students study a broad and balanced curriculum. Students are grouped based on their potential grades, which are calculated based on KS2 data and results from CAT assessments. Lessons are planned, structured and delivered to promote engagement and to enable all students to be successful. Teachers have the same high expectations for all students, in some cases scaffolding may be required to support students in being successful. This is achieved via the use of targeted, individualised strategies each as clear, concise instructions, chunked tasks, writing frames and pre-teaching to list a few examples. We have a clear behaviour policy, which ensures both students, and staff have well-defined expectations.

Understanding is checked throughout lessons through a range of activities such as directed questioning, short answer tasks and completion of written work alongside end of topic assessments.

Students at WVC complete three 100 minute lessons each day. If required, they are supported in transitioning between lessons through provision of visual timetables, maps, early arrival to lessons, predictable starter activities for example. Such provision is implemented on a case-by-case basis to ensure each individual is supported in the way best suited to him or her.

### **How the school adapts the curriculum and learning environment for students with special educational needs**

All students with SEND are supported to enable them to access the same opportunities as their peers without additional needs both in lessons, at social times and in extra-curricular activities.

Provision is planned and delivered on an individual basis depending on the needs of a student. Some examples of adaptations are detailed below

- ⌘ Coloured paper books
- ⌘ Increased font size/type
- ⌘ Overlays iPad keyboards
- ⌘ Reading pens
- ⌘ DocsPlus/Dragon software (if advised by external professional)
- ⌘ Alternative rooming – if stairs for example are a barrier to accessing a lesson
- ⌘ High-vis markings for changes of surface/level
- ⌘ High definition signage to support students with visual impairments
- ⌘ Supported social time at break/lunch in quiet, low stimulation environment
- ⌘ Homework club afterschool
- ⌘ Downtime cards to give students a chance to self-regulate in class
- ⌘ In class support from Teaching Assistants

- ⌘ Physical aids such as accessible toilets
- ⌘ Quiet room
- ⌘ Adapted PE equipment
- ⌘ Use of communication technology, e.g. EyeGaze
- ⌘ Social and emotional support

### **Support that is available for improving the emotional, mental and social development of students with SEND**

At WVC, we have a well-established pastoral team who support students as required throughout the school day. This could be linked to curriculum, social or emotional issues.

The nurturing ethos at our college ensures that all students feel involved and supported in school life. We have a thorough PSHE curriculum, which covers a wide range of topics including celebrating difference, fostering independence, personal responsibility and positive relationships. All students, including those with SEND, access this curriculum. For students who need additional support in these areas we have a mental health champion, PSHE coordinator and diversity champion.

In addition, we work closely with external organisations such as school nurse, Speech and Language Therapy, Occupational Therapy, Early Help Team to enable signposting and access to higher-level support if required.

### **Information about the expertise and training of staff in relation to C/YP with SEND**

All staff at WVC are trained in supporting learners with additional needs. This is delivered through half termly CPD from the SENDCo focussing on specific areas of need and how to support individual in lessons. In addition, staff are guided towards additional online qualifications throughout the school year.

Teaching Assistants and WVC complete courses in support for key areas of need and complete refresher training on a regular basis.

### **Information about how equipment and facilities to support C/YP with SEND will be secured**

Funding for learners with SEND is provided as part of notional SEND funding on a yearly basis to the College from Cambridgeshire County Council. Additional funding is received for students with Education, Health and Care Plans on an individual basis. Last academic year this funding was used to provide small group teaching (less than 18 students) across the curriculum for 1 class per year group; literacy intervention; Teaching Assistants; physical resources such as overlays, coloured paper, adapted PE equipment; environmental changes such as high visibility signage, yellow painting to changes in surface; 1:1 and small group interventions.

### **Involving parents and students**

At WVC we believe that support for students with SEND should be a co-production between parents/carers, school and the student. As such, parents/carers are offered meetings with the SEND Team three times a year through the parent's evening cycle. In addition, prior to completion of intervention parents/carers and students are involved in the discussion about what provision is required, how this will be implemented and how impact will be measured. Following review further discussion will take place to discuss suitability of continuing such provision or how to amend.

Students are supported in giving their views before and during EHCP annual review meetings, when reviewing SEND Support provision and are encouraged to speak to the SEND team at any time.

All students at WVC have the same opportunities to participate and give views via the school council and regular in-school questionnaires/surveys. For those students who need additional support for such activities this is put in place through intervention from Teaching Assistants.

Similarly, opportunities to participate in activities outside of school are signposted to all learners. For those identified as needing support to access such activities parents/carers are involved and encouraged to support students in engaging.

If you are not happy with the provision made available to your child please discuss your concerns with the SENDCo Naomi D'Cunha, [nd'cunha@wvc.tela.org.uk](mailto:nd'cunha@wvc.tela.org.uk)

## **Transitions**

At WVC we are aware that the transition from primary to secondary education as well as the transition from secondary to further and higher education needs to be supported and guided, particularly for students with SEND.

As such, we work closely with SENDCos from cluster primary schools and local FE providers to put in place transition plans and activities. Transition planning for primary age students with EHC Plans starts in year 5 with SEN Team staff regularly attending Year 5 annual review meetings for students aiming to join WVC in year 7. The transition process continues into Year 6 with information sharing meetings with primary SENDCos and the WVC SEN Team, parent meetings, 1:1 and small group tours for students and parents, SEN team visits to meet students in primary settings and sharing of transition materials. For students with the highest level of need bespoke transition packages are put in place to ensure a smooth transfer of provision from primary to secondary school.

Once students join WVC they are supported in getting to know the College through involvement in a range of activities alongside the form group. Staff are supported in gaining an understanding of the needs of new students through the use of one-page profiles, completed by the SEN Team in partnership with Primary schools, parents/carers and the student. All parents/carers of students with SEND are contacted by the SEND Team to initiate home-school communication and begin building a positive relationship.

For students moving to Further and Higher Education we support them by providing careers interviews with our in-school careers adviser, supporting completion of College applications and visiting local College settings. In addition, we invite College SENDCos to Y11 Annual review meetings for students with EHC Plans and develop individualised plans to ensure the required provision is in place to enable a smooth transition from secondary to further education.

## **External organisations**

At WVC we work with a range of external organisations to ensure appropriate support is in place for students following discussions with parents/carers and students, these include

- Education Services: Educational Psychology Specialist Support
- Health Services: Occupational Therapy Service, Speech and Language Service, Occupational Therapy,
- Children and Adolescent Mental Health Services (CAMHS)
- Social Care Services: Early Help Team
- Third Sector Services: Centre 33, Young Carers

## **Additional Support for Parents**

Free confidential and impartial information, advice and support is available from SENDIASS <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-familysupport/send-information-advice-and-support-service-sendiass> or KIDS dispute resolution service 03330 062835; [senmediation@kids.org.uk](mailto:senmediation@kids.org.uk) ; [www.kids.org.uk](http://www.kids.org.uk)

To make a complaint please follow our complaints procedure available [here](#)