

SEND Information Report – Irlam and Cadishead College: January 2017



What is the SEN Information Report?

This is a directory of all services available to support disabled students and students with SEN and their families. This easy to understand information will set out what is available in our college to help children with SEND as well as the options available to support families who need additional help to care for their child.

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1. What kinds of Special Educational Needs does ICC have provision for?

There are four types of Special Educational Needs and Disabilities (SEND), as stated by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a student has SEND, then their needs will fit into one or more of these categories. A school's provision for SEND is defined as support which is additional to or different from that which is available to all students. We also endeavour to make reasonable adjustments to meet the needs of individual students.

Here at ICC we cater for students with a wide range of SEND including;

- ✓ ADHD
- ✓ ADD
- ✓ ASC
- ✓ Working memory difficulties
- ✓ Dyslexia
- ✓ Dyscalculia Dyspraxia
- ✓ Speech and Language difficulties
- ✓ MLD
- ✓ VI
- ✓ HI
- ✓ Social, Emotional and Mental Health issues

2. How does the College know if a student needs extra help?

All teachers at ICC are responsible for identifying students with possible special educational needs.

We know when students need help if:

- Concerns are raised by parents, teachers, teaching assistants or the student's previous school

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3. How does the College Support Students with SEND with or without an EHCP?

a. How do we at ICC evaluate the effectiveness of its provision for SEND students?

Subject teachers at ICC are responsible for the progress of students in their lessons. We developing an ongoing CPD programme to ensure they are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students.

Our SENCo is responsible for ensuring that:

- Teachers understand a student's needs – communicated through the use of student passports which provide succinct and relevant information that will enable teachers to support our SEND learners.
- Developing CPD programme for all staff who work with SEND students.
- Teachers have support in planning to meet a student's needs
- The quality of teaching for students with SEND, and
- Provision across the school is efficiently managed.

In addition to this we have a number of intervention programmes running at ICC such as accelerated reader, Lexia and peer mentoring, speech and language therapy, occupational therapy and physiotherapy as well as accessing the Secondary Inclusion Service for Social Emotional and Mental Health interventions.

All of these interventions are put into our provision map and evaluated for their effectiveness in improving the levels of our students. Our aim in providing intervention is always to narrow the gap between our SEND students and their peers, we use individual provision maps to track the progress of SEND students and monitor if they are making the required levels of progress within their natural ability. We monitor the views of students and parents through the use of questionnaires.

b. How does ICC assess and review the progress of students with SEND?

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at Irlam and Cadishead College includes:

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4. Name and contact details of ICC SENCo:

SENCo: Mr Barry Wheller

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5. How does ICC ensure the expertise and training of staff in relation to SEND students and about how specialist expertise will be secured?

We believe at ICC that a well-trained and well informed staff is the building block of a successful happy inclusive school. SEND training for staff should be an ongoing programme to ensure that staff are up to date with the latest developments in SEND and the SENCO is designing such a programme for the coming school year.

- We have a large team of trained teaching assistants.
- SEND training will form part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students.
- The school works closely with other local schools, especially our feeder primary school
- The Hearing Impaired resource provision is led by a qualified Teacher of the Deaf.
- Visually Impaired resource provision is led by a qualified Teacher of the Blind.
- The SENCO has successfully completed the National Award for Special Educational Needs Coordination qualification at Manchester Metropolitan University.

6. How are equipment and facilities necessary to support our SEND at ICC secured?

- The SEND budget is allocated each financial year. The money is used to provide additional support and/or resources dependent on an individual's or cohort's needs.
- For students with a high level of need we will apply for additional funding to help individual needs further through an Education and Health Care Plan.

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7. How will parents/carers be involved in discussions about and planning for their child's education at ICC?

Planned arrangements for communicating between school and home include:

- Every student has a student planner, which travels between home and school every day so that so that comments from parents/carers and teachers or Form teachers can be shared and responded to as needed
- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning
- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCo and attended by parents/carers, teachers and outside agencies involved in the student's education.
- Our TAs communicate with the parents of the students that they support on parental request
- Written reports will be sent home at intervals throughout the academic year.

Parental engagement is vital to ensure the progress of students and build trusting, successful relationships within the community. We have this at the forefront of our ethos and therefore involve parents in as much of the decision making process regarding their child's education as possible within the constraints of the national curriculum.

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8. How will ICC engage with the young person with SEN about, and involving them in, their education?

Students at ICC with a statements or EHCP's are invited to attend their annual review and their thoughts and feeling are captured for the purpose of planning provision. The way we review EHCP's is through person centred planning which the SENCo is trained in and is a way of planning support with the young person at the centre.

We use One Page Profiles to inform staff about students with SEN; this document is created with the student in order for it to be a true reflection of how they feel they struggle within the classroom setting and ways in which they learn best. The contribution of specialists such as EP's and speech and language therapist also help to make these documents useful tool for planning the teaching and learning of young person.

This process is the same for all students with SEND.

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9. What arrangement has been made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at ICC?

ICC has a comprehensive complaints policy available on the website for parents to access the procedures.

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10. How does the ICC and the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such students.

Outside agencies are commissioned by ICC to ensure the health and wellbeing of our SEN students. This includes the school nurse, Brook Advisory Clinic, Youth Offending Team, Young Carers Service, Children's Services. We can also request the support of the Parent, Salford Information Advice and Support Services (SIASS) Triple p, the Police and the NSPCC. Help from these services is often requested through the medium of the Common Assessment Framework (CAF) arena when it is felt that the support of outside agencies is needed to meet the needs of particular children and families.

- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)
- Educational Welfare Officers
- Social Care
- Speech & Language Therapy
- School Nurse
- Occupational Therapists
- Physiotherapists
- Salford Learning Support Services
- Secondary Inclusion Service

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11. Who can parents contact for support?

If you feel that you need further support than we have offered you at ICC you can contact the SIASS team on 0161 778 0335 or email siass@salford.gov.uk.

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12. How will ICC support pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living?

We understand that changing schools can be stressful for some students and therefore we aim to make the transition process successful through:

- Before starting in September, Year 6 students visit the College for reading age testing and for an induction day.
- Extra induction days or times will be arranged for students who are deemed to need them to aid transition.
- The SENCo will visit feeder primary schools to discuss students with special educational needs. The SENCo and/or transition coordinator will also meet parents before their child starts at ICC. To support a student leaving ICC to join another secondary school we ensure all relevant information is shared.
- During year 10 and 11, the SENCo and the SEND team will support students with SEND with applications for College, apprenticeships or employment opportunities. Where necessary, students will be accompanied on visits and supported during this important transition.
- The SEND team will also be liaising closely with the Employability, Widening Opportunities and Engagement officer to further facilitate a smooth transition into Post 16 provision.

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13. Information on where the local authority's local offer is published

<https://www.salford.gov.uk/localoffer.htm>