



CONNELL
CO-OP COLLEGE

SEND Information Report 2021

1. The kinds of Special Educational Needs (SEN) for which provision is made at the College.

The SENDCo provides support for students across the four areas of need as laid out in the SEN Code of Practice 2014 :

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical need

The College SEND policy is [here](#).

We are currently catering for students with a range of needs such as literacy difficulties, Autism, ADHD and dyslexic tendencies. The most prevalent however is social, emotional and mental health needs.

In the academic year 2021/2022 we had one student with an EHCP who had a physical need.

2. Identifying and assessing pupils with special educational needs.

We gather information in a variety of ways.

Secondary Schools

We request details of students with additional learning needs from secondary schools so we can plan a smooth transition for that student from school to college.

Enrolment

During the enrolment process students will be asked about SEND, EAL and any other circumstances which may impact their education. This information will then be logged on CEDAR and disseminated to staff. The SENDCo will organise a meeting to ascertain need and support. This should enable us to capture vital information early and intervene if necessary.

Referrals

During Connell Start we ask that teachers pay close attention to the abilities of their students. We ask teachers whether they have noticed anything that could hinder a student's progress. This could range from learning difficulties to communication and interaction difficulties. Some clues could be:

- Poor handwriting
- Poor spelling
- Poor grammar
- Difficulties concentrating and focussing
- Difficulties in forming relationships
- Difficulties in working collaboratively
- Difficulties in completing work in the required time
- A lack of confidence
- A student who seems highly nervous or anxious

Staff are asked that if they notice anything, to complete the specified section on CEDAR at the earliest opportunity. Staff are also asked to consider any potential SEND issues and update CEDAR whilst they are inputting PI data. The more detail they can provide regarding the referral, the better. The SENDCo will then meet with the students to investigate further and intervene if necessary.

Student Self-Referral

All students will receive an email regarding The Hive and The Beehive, its purpose and function. There will also be a designated google classroom which will provide resources and materials. Students will be encouraged to self-refer if they feel they are taking much longer than their peers to complete work or if they feel that they are working exceptionally hard but failing to see much progress. There will be allotted times for student drop-ins when students can come along to discuss any issues they may have.

3. Information about the school's policies for making provision for pupils with Special educational needs whether or not pupils have EHC Plans.

The principles and values within the College's policy are underpinned by the need to:

- Promote high standards of education for young people with SEND.
- Encourage young people with SEND to participate fully in the College community and take part in decisions about their education.
- Work with other statutory and voluntary bodies to provide support for young people with SEND.

- For young people with SEND, the key principles underpinning this vision and through which the above aims are to be met are:
 - Early intervention.
 - Promoting inclusive education.
 - Partnership with students and parents/carers.
 - Promoting high expectations.
 - Equality of opportunity.
 - Sharing responsibility.
 - Continuum of high quality provision.
 - High quality trained staff.
 - Procedures, which are clear and effective.
 - Monitoring, review and evaluation.
 - Partnership with young people.

4. How the College evaluates the effectiveness of its provision for such pupils.

The college ensures that SEND is quality assured through a range of robust procedures.

- The trust review, allows professional conversation and auditing. Working closely with the Co-op and other SEN experts to ensure that needs are met, is a crucial part of our QA processes.
- The council QA processes allows external experts to review systems and processes.
- Tracking of internal attainment data of SEN students to monitor and evaluate the effectiveness of support and intervention. Analysing data to see if there is a gap in outcome and destination for our SEND students
- Internal faculty reviews which support high level teaching and learning of SEN students.

5. The College's approach to teaching students with special educational needs.

The College's arrangements for assessing and reviewing the progress of pupils with special educational needs.

Each student with SEND has their unique profile and set of needs. The high level teaching provision is aimed to meet those individual needs where possible. The teachers are informed of the students' needs via a 1 page profile and for most students on the SEN register the teachers' quality teaching, modification of tasks and awareness of individual issues allows progress.

All the students have targets and they are regularly assessed to see if they are working on, below or above these target's via the PI data drops. The teachers track each student's assessment results, to check how much progress they are making.

If it is believed that intervention is appropriate, either due to the student not making the required progress or other skills needed to be improved then the student may then be given a specific in class or external intervention to address a particular need.

An example intervention would be a target based approach using Boxhall profile to show definitive impact.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the College considers their child may require SEN support and their partnership sought in order to improve attainments.

Some students will follow an assess, plan, do and review model, if deemed appropriate by SENCo. Other students may benefit from other models and will be supported accordingly.

1. Assess: Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

3. Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for some young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If your child has an Education Health Care Plan then you will be invited to a review of your child's progress. If your child is receiving SEN support there will be opportunities throughout the year to discuss your child's progress. Parents can phone or email the SENCO whenever they have concerns.

Other examples of Intervention include:

- Social Stories
- Story Cubes
- Targeted Boxhall
- Strengths and Difficulties Questionnaire

- Talkabout Adults
- Zones of Regulation.
- Specific literacy support
- Emotional Literacy
- Key adult 1:1 support.
- Counselling
- Risk Assessments
- External Support
- Eclipse
- Alonzi House
- Manchester Children's Services
- Early Help
- 42nd Street
- Shelter
- The Foyer
- Emerge
- CAMHS
- Career Connect
- Greater Manchester Healthy Schools
- Healthy Young Minds

In terms of curriculum or environmental changes, whenever the academy receives specialist advice from external agencies, or has an Education Health Care Plan, we do our best to make the recommended changes e.g. a student with Lupus who may struggle with handwriting has had access to a laptop in class assessments and exams. A student with a physical disability and dependent on a frame or wheelchair always has access to a lift should they require it.

6. Additional support for learning that is available to pupils with special educational needs.

We have pastoral centres The Hive and The Beehive which accommodates our most vulnerable students if they need time away from mainstream lessons. The Beehive is a confidential space and allows students a safe space together with a safe social space. Our specialist assessor also comes in a few times a year to assess students to ascertain what arrangements are needed for exams. This could include extra time, rest breaks, laptop, reader or scribe.

7. Support that is available for improving the emotional, mental and social development of pupils with special educational needs.

SEMH and Universal wellbeing is a college priority. There has been a dedicated staff body and physical space in the college to support this priority.

Policies to ensure students wellbeing such as anti-bullying are in place and understood by staff and students.

We have a group of staff trained as Mental Health First Aiders.

We have Mental Health Champions and Study buddies who support other students

A member of staff with dedicated time to raise awareness around and boost mental wellness.

The NHS delivered training to all staff which included:

- Sharing warning signs of SEMH need for staff to be aware of.
- Approaches and strategies to support students with SEMH.
- A proposed action plan of intervention and support to help foster a supportive environment.

Audits and reflection via MIND enabling a robust action plan.

8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The College is supported by the Trust SLE for SEND and where required will secure additional support from outside agencies.

We support students with GP and CAMHS referrals to ensure that any need is uncovered and therefore supported.

We also have a 42nd Street College Counsellor who is onsite three days a week.

Staff have been trained in supporting students with SEMH (For example, how to create a classroom environment that supports positive Mental Health, ways to talk to students about anxiety, ways to talk to students about managing anxiety around exams)

Previous CPD included working with students with Autism and ADHD.

9. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

All parents receive three interim reports a year indicating current grades and target grades. If your child has an Education Health Care Plan then you will be invited to a review of your child's progress.

We will discuss with you signs that a student's confidence has improved. This might be that the student contributes more answers in lessons or is happy to be a lead learner. If a student has difficulty seeing situations from another person's point of view, the intervention might focus on using different scenarios and seeing how the student over time learns how to respond more appropriately in different social situations. This might be measured using student and teacher feedback, or by appropriate cedar logs

10. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

The procedure is divided into three stages:

- Stage One (The Informal Stage) involves speaking to a staff member in the academy to see if they can resolve the issue.
- Stage Two (The Formal Stage) is the point at which the complaint is put in writing to the Headteacher or another senior member of staff. Where the complaint is against the Headteacher, the Chair of Governors is addressed.
- Stage Three (Formal Resolution) is the final stage. It involves a hearing before a panel including governors and an independent person who will review the complaint in its entirety.

11. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The governing body would support us with respect to external agencies to support the work we do in college.

12. The college's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

In Year 12 and Year 13 students on the SEND register will have the opportunity to have extra meetings with our Careers advisor and our pastoral team, this is to discuss the options open to them for the following years ahead. Students with EHC plans have termly review meetings to discuss their aspirations and hopes for the future. This is led via our tutorial system. The students are supported with their University applications and arrangements are made for visits. Particular care is taken to ensure our students with EHC plans receive as much support as possible through a co-production approach with parents, directors of upper, teachers and tutors.

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

This is published on our website

14. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 3.

[View our SEND Policy on our Policies page.](#) For any further information on SEND issues please contact our SENCO: Rhian Brady, 0161 231 9200.

For information about national and local services and organisations which can offer support to Manchester families go to <http://manchester.fsd.org.uk>. There are also details of clubs, groups and activities especially for children and young people with disabilities and special educational needs.