

Okehampton College SEND Information Report

2020-2021

Welcome to our SEN information report which details what Okehampton College does to help students with Specific Educational Needs and Disability (SEND). With the introduction of the SEN Code of Practice (2014), all governing bodies of maintained schools and nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the setting's policy for pupils identified as having a SEND. The published information must be updated annually.

The second half of this academic year has been extraordinary, the first part of this report will outline the support put in place to support our SEND students during the Covid-19 Pandemic.

Special Educational Needs and Disability Provision during Covid-19

Support and provision for SEND students during lockdown:

- A letter was sent to all SEND students and their families when College went into partial lock down 20.3.2020.
- Regular, at least weekly contact via Email/TEAMS/phone calls took place – this was with the parent and if contact with the child then parent also present. This also included during the summer break for some students.
- A list of expectations were given to the Learning Support TA team in the week prior to partial lock down. We held 2 meetings to go through the expectations and to check the team understood the planned remote support.
- TA's were in school supporting our vulnerable/EHCP students alongside the teaching staff on a rota basis. This varied according to the students taking up their offer of a place and their specific needs.

Ongoing work (since partial closure) to support students with SEND:

- Continued Assess Plan Do Review – SEND Support plans were reviewed with families
- Passports were updated
- Passports were collated for the new year 7 cohort
- SEND transition meetings were held with each Primary School SENDCO
- EHCP consultations and requests for assessment
- Educational Psychology referral and assessments – remote information gathering – some face to face assessments during July
- Communication & Interaction team referrals and remote attendance at meetings
- Speech and language referrals
- Early Help TAF meetings
- TOR support counselling referrals
- Risk assessments undertaken for students planned return
- Discussions recorded regarding support, offer of place for vulnerable students
- Online Doodle and Natter Club 3 x per week
- TA's logged the frequent contact they were having with families
- TA's liaised with staff where work has been set and students were struggling to access it either due to technological difficulties or access to the remote curriculum
- TA's supported families in managing the workload for students
- All students were provided with hard copies of their work if accessing technology was a difficulty
- Laptops and/or dongles provided for students without online access or with poor/no internet
- Staff checked the vulnerable student spreadsheet at least weekly to ensure it was up to date

- TA's attended TEAMS lessons with the students they support. They have worked with families to help them access TEAMS - joining with the student initially to help them access the lesson and then leaving the lesson if appropriate.

Planned return to school following lockdown and summer break:

- Risk assessments completed and/or updated
- Allocation of specific TA hours in preparation for the increased number of students returning and needing emotional support
- Allocation of specific TA hours to provide attachment based mentoring/mentoring and get out in to the classrooms to support the year 7's who have not had the same transition experience that we would have liked.
- Online reading and spelling assessments for all year 7's. They will also be tested using CATs (Cognitive Ability Tests) so that we can have a clear benchmark for measuring progress but also for appropriate curriculum adjustment – vital without any KS2 data.
- Enhanced transition for many year 6's with EHCP's and/or high levels of anxiety this continued throughout the summer holidays.
- SEND students were sent copies of their new timetable so families could help them prepare for the school return.
- Visits before the first day of term took place for students to refamiliarize themselves as well as see the changes in place due to protective measures (one way system, seating arrangements in class)
- The return to school was sent home as a social story for students to help them understand and make the transition back to school following the lengthy closure.
- Meetings took place prior to reopening with families to ensure all questions and concerns were addressed.
- TA's resumed contact with their students to support the families in preparing for the return.

1. The kinds of special educational needs for which provision is made at the College.

Okehampton College is a mainstream setting. We are committed to offering an inclusive curriculum to enable all our students to make the best possible progress and to achieve their academic potential, whatever their needs or abilities. Our priority is to ensure all students' needs are met within the classroom with high quality differentiated and personalised teaching, delivered by subject specialists.

Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them, which is additional to or different from that normally available in a differentiated curriculum. Okehampton regards a student as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age, or:
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions.

The SENDCo works alongside other faculties within the College to facilitate support for a wide range of individual student needs:

- Communication and Interaction (e.g. autistic spectrum disorder and speech, language and communication needs)
- Cognition and Learning (e.g. specific learning difficulties such as dyslexia, dyspraxia, and Down's syndrome - moderate learning difficulties such as Auditory Processing)
- Social, mental and emotional health (e.g. Attention Deficit and Hyperactivity Disorder and Attachment Disorder)
- Sensory and/or physical (visual impairment, hearing Impairment, wheelchair users)

At Okehampton we:

- Monitor the progress of all pupils; some children and young people with SEND can be identified at birth. Other difficulties only become evident as children grow and develop
- Listen to the student
- Listen to parent/carers
- Distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs
- Identify barriers to learning using our knowledge and understanding of the four primary areas of need; the areas of need are:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- In consultation with parents, decide whether SEND support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

2. Information about the College's policies for the identification and assessment of students with special educational needs.

Many students join us from primary school with existing diagnoses of special educational needs. Where appropriate, the SENDCO will attend TAF meetings (Team around the Family) or annual reviews at the feeder primary school to ensure each student is supported in their transition to secondary school. In some cases, this dialogue will begin when the student is in year 5 but the majority will be in year 6.

Where a class teacher notices a student is not making expected progress, they will ensure the use of 'Quality First Teaching' and the Graduated Response Overview to identify gaps in knowledge and/or develop strategies to support the student within their subject. If this support is not effective over time, they may refer the student to the Learning Support Faculty and the SENDCo for further help and support.

All students joining in year 7 will undertake a series of base line reading and spelling tests. Where a student's score is significantly lower than expected then this may lead to strategies and advice being given to teachers in order to support the difficulty, or an intervention or provision that is additional to the curriculum (known as SEND support).

When an additional provision is needed, parents will be notified. Where a student receiving additional support still does not make progress, they may be referred to an educational psychologist who will investigate the difficulty further.

Okehampton College has excellent relations with external agencies and will seek their advice to support parents and carers of students with additional needs. These agencies may also provide intervention in school to support our students.

Prior to every additional provision, SMART targets are made so that progress can be shown over time. If you think your son or daughter may have undiagnosed Special Educational Needs, please contact the SENDCo on the email address or telephone number shown towards the end of this document.

In addition to Section 1, at Okehampton we:

- Pay regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches. This past year The SENCO met online or held phone conferences with the SENDCO's from each of the feeder primaries to ensure appropriate information sharing.
- Provide teaching and support staff with comprehensive guidance in relation to identification processes. Staff now have a Graduated Response Overview which helps them identify the difficulties a student is having as well as provision which they can implement as part of Quality First Teaching. This is supported with a clear process for the graduated response as well as evidence forms.
- Have clear processes for staff and parent / carers to raise concerns regarding pupil progress and learning. A referral form has been introduced and the College now uses a SEND quick-checker in response to teacher or parent concerns. TA's are also able to go into lessons conduct observations.
- Use a range of appropriate screening and assessment tools to identify needs: Year 7 online Reading and Spelling tests inform all staff of any literacy difficulties; this also

identifies progress. End of year online Reading and Spelling Tests take place for all Key Stage 3 students.

- Gather evidence of pupil needs
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Babcock LDP SEN support services, in order to gain a better understanding of a pupil's needs
- Designate a qualified teacher to be responsible for co-ordinating SEN provision (the SEND co-ordinator, or SENDCO), ensuring appropriate experience or qualifications are in place
- Inform parents/carers when they are making special educational provision for their child and have processes in place for parents/carers to provide feedback on provision. Parents of students with SEND have contact with a key worker to discuss provision and targets. The SENDCO is available for additional appointments at each parent evening.
- Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- Identify the nature of each pupil's SEND needs; sometimes a child or young person can have needs in more than one area which requires an individualised approach
- Regularly review the SEND register and other processes used for identifying and making needs known. The SEND register is currently reviewed termly.

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

a) how the school evaluates the effectiveness of its provision for such pupils;

At Okehampton we regularly track and monitor students within faculties and their Year Group: review meetings are scheduled for this purpose. Progress for students, including those with SEND, is the responsibility of the class teacher; the overview of SEND students is the responsibility of the SENDCo. The Governors receive termly reports and visit the SENDCo and Learning Support Faculty to evaluate and monitor the SEND provision. There is a clear structure of roles and responsibilities within the department, these are monitored both at whole College level and faculty level. The progress of students receiving additional support is reviewed through SEND Support Reviews, Early Help reviews, Annual reviews and within College review, tracking and monitoring systems.

At Okehampton we:

- Have clear systems in place for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to appraisal/performance management systems
- Evaluate quality of provision through rigorous analysis of pupil progress including work analysis and pupil observations
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Track the progress of different pupil groups and cohorts – e.g. Autism Spectrum Disorder (ASD), pupils with Dyslexia, Moderate Learning Difficulties (MLD) etc.
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Use the feedback from the Devon SEND audit for Secondary schools to inform our evaluation of provision

- Have a well-designed and comprehensive school improvement plan that accounts for specific development of SEND provision and addresses any areas of weakness

b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Students are assessed in subjects every term as part of the assessment and tracking cycle. The SENDCo monitors the progress of students identified as having SEND needs in collaboration with Heads of Year and Heads of Faculties.

Parents receive regular reports and are invited to review their child's SEND provision at Parent's Evenings, review meetings and as and when needed.

Parents are consulted about intervention programmes and the outcomes of these programmes.

Some students have a home/College book as a means of aiding and enhancing communication with home.

The College issues all students with SEND a SSP (SEND Support Plan). These are reviewed with teachers, teaching assistants and parents at regular times during the year. Within these there are ideas for how parents and students can support learning.

At Okehampton we:

- Ensure that have procedures in place for consulting and working in partnership with parents and pupils
- Track and monitor pupil progress on a regular basis and communicate this information effectively to parents
- Establish and review 'additional to' or 'different from' provision in response to current need
- Identify aspirational key outcomes for individual pupils and develop clear steps to achieve these
- Ensure robust use of school data to identify, monitor and respond to progress of pupils with SEND
- Ensure reliability of data gathered through triangulation of evidence, including work analysis, discussion with student/staff, observations and learning walks
- Have clear monitoring processes in place, including scrutiny of student books and work analysis, that are effective in closing the gap for vulnerable pupils
- Ensure that every teacher is responsible for pupil progress in his/her own class, and that this information feeds into wider school processes that monitor pupil progress effectively
- Ensure that appropriate rates of progress are made in line with national expectations and all staff are clear about what is expected and adjust practice accordingly
- Evaluate the impact of interventions through pre and post assessment data analysis, ensuring that this is linked to a clear pupil plan (i.e. SSP or Early Help Plan)
- Gather pupil feedback as part of the process to review quality of interventions and provision
- Hold regular parent meetings, with the pupil, as appropriate, to discuss pupil progress (at least three times a year)

- Regularly evaluate progress towards personalised targets with the pupil and include parents where appropriate
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Track the progress of different pupil groups and cohorts – e.g. Autism Spectrum Disorder (ASD), pupils with Dyslexia, Moderate Learning Difficulties (MLD) etc.

c) the school's approach to teaching pupils with special educational needs;

At Okehampton College teachers and support staff have clear information about individual students' needs through College documents stored centrally for each student with SEND: Student Passports, SSP's (SEND Support Plans), Early Help Plans. These documents clearly explain the student's needs, offer practical strategies for differentiation needed to enable the student to access learning and make progress within the classroom.

The College SENDCo has responsibility to monitor the provision and progress of students with SEND. The SENDCo is supported by TAs who will offer intervention and support as directed by the SENDCo.

Students with SEND, who require high levels of long term intervention, are supported through the Early Help process. The College will work in collaboration with outside agencies to ensure students make progress and may request advice and help from additional outside professionals for further advice. Parents and students are central to this and will be fully involved with these processes. Teachers and support staff have access to centrally located resources to help them differentiate for students' needs on a daily basis.

Teachers and support staff are offered SEND training each year to update knowledge, develop understanding of specific areas of need and ensure that high quality teaching is accessible for all students. The training is adapted to address individual students' needs as necessary.

Regular lesson observations and learning walks ensure students' needs are being met within the classroom.

d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

At Key Stage 3 students have access to Extra English intervention, building key skills in literacy which can be transferred to all areas of the curriculum. Social and communication skills, self-esteem and behaviour support are offered to students with identified needs to ensure early intervention.

Students identified with a SEND may also have access to longer term intervention where students experience a more cross curricular approach to teaching with a specific focus on literacy and emotional coping strategies.

Students with more complex needs may be offered placements to organisations within the community to support with self-esteem (i.e: Forest Schools, Farms for Kids). Enhanced transition groups are offered to some individuals.

At Key Stage 4 discussions take place with students and parents to ensure appropriate option choices are made and pathways considered. On advice from outside agencies, students with more complex needs may be offered an alternative pathway. Additional literacy and numeracy support will be available as needed.

e) additional support for learning that is available to pupils with special educational needs;

Additional support required is identified as part of the assess, plan, do, review cycle. Whole College assessments, reporting and tracking systems are used to identify where this is needed as well as targeted screening, specific individual assessments and outside agency reports and recommendations.

All decisions about additional support are made in consultation with parents, students and outside agencies. The Early Help process is used to request additional support for students with complex needs.

For Sections 3 c, d and e: At Okehampton we:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use our best endeavours to secure the special educational provision called for by the child's or young person's needs
- Make appropriate use of the resources in our delegated budgets to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum
- Differentiate lessons to match the pupil's level of learning
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon Graduated Response Tool documents for support to tailor provision to provide an individualised support programme for more complex pupils.
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;

All students are encouraged and supported to take part in activities and extra-curricular within the College. Trips and visits off site are offered to all students and adjustments made so all students are included.

The Learning Support Faculty offers additional activities: break and lunch clubs, curriculum visits, sports activities, community activities such as drama workshops.

At Okehampton we:

- Carry out our duties under the Equality Act 2010
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Monitor SEND pupils engagement with extra-curricular activities
- Review Equality Information and Objectives (accessibility plans) regularly

- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND seeking support and guidance from professional teams as relevant.

g) support that is available for improving the emotional, mental and social development of pupils with special educational needs

At Okehampton the SLT (senior leadership team), Heads of Year and SENDCo meet to review SEND students' pastoral provision. The College has a nurse and first aiders on site who administer medicines and supports students' medical needs. We have a member of the SLT in charge of pastoral care and the Behaviour & Welfare Team who work with students with social, emotional and mental health needs. We have medically trained TAs who support identified individual students with more complex medical needs. The College has Safeguarding, Behaviour, Anti-bullying and E Safety policies and procedures in place to ensure the safety and well-being of all students. At Okehampton College pupils still requiring nurturing support, for social, emotional mental health reasons, may be supported in a variety of ways to reach their academic potential by members of the Behaviour and Welfare Team or by members of the Learning Support team (led by the college SENDCo).

The college pastoral support includes year group tutor groups who meet for 25 minutes each morning. The Tutor is primarily responsible for overseeing the academic, physical and mental well-being of the students in their care. Each student belongs to a House (Ash, Beech, Elm, Maple, Oak) and has a Head of Year responsible for closely monitoring all issues relating to pupil development and well-being.

At Okehampton we:

- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly review and evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Provide a safe environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Be aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs
- Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs
- Assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Ensure appropriate provision is in place, such as additional pastoral support for those pupils identified with social, emotional and mental health difficulties
- Have in place clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils
- Regularly review our SEND, anti-bullying and behaviour policies
- Establish processes to facilitate feedback from all pupils, including pupils with SEND, e.g. pupil voice
- Have pupil forums, school councils, pupil feedback processes in place as appropriate to the age of the children and young people

- Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development
- Have regard to the Early Help Pathway and where appropriate use this pathway to access further advice and support

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.

Okehampton College SENDCo: Miss Karen Moore

Contact details: 01837 650910 or kmoore@okehamptoncollege.devon.sch.uk

5 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.

Every year all teaching staff are involved in our SEND training. Advisers and specialist teachers offer training sessions to up-date knowledge, developments and information in the primary areas of SEND need. Support staff are also involved in this annual training cycle. This ensures students SEND needs can be met primarily within the mainstream universal high-quality provision and teachers and TAs differentiate effectively to ensure inclusivity and progress.

We access a wide range of services, advisers and outside agencies. We are always willing to listen to and act on strategies and advice offered where they can be implemented in our College context.

At Okehampton College we:

- Audit and review staff training needs and provide relevant training to develop whole school understanding of SEND and strategies to support inclusion and high quality teaching. A focus this past year has been on meeting the needs of our students and our Hearing Impaired Students, Supporting students with a Hearing Impairment and Visual Impairment, Quality First Teaching, Emotional Logic.
- Use our best endeavours to secure the special educational provision called for by the child's or young person's needs.
- Provide staff with information about effective strategies to use within their class
- Adhere to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- Acknowledge the key role of the Special Educational Needs Co-ordinator (SENDCO) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure that the SENDCO has sufficient designated time to fulfil their role adequately
- Ensure that the SENDCO has appropriate access to the Senior Leadership Team in order to input on whole College strategy with regard to SEND Provision. This past year the SENDCO has met at least twice weekly with the SLT to ensure appropriate information sharing about students with SEND and the provision required to meet their needs. The SENDCO is line managed by one of the Assistant Principals.

- Ensure all staff (both teaching and non-teaching) have had training to develop staff knowledge of the four areas of need and the nature of the difficulties linked to each area, including online training materials such as the Inclusion Development programme and Advanced Training Materials
- Have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book / work scrutiny and pupil observations
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Our College includes a number of buildings; all have lifts to enable access. Timetables are organised for individuals to ensure accessibility.

We have disabled toilets. Advisory service visits and recommendations ensure we do all that we can to make our site accessible to our students and their parents. Over the last year we have had site visits from the Physical Disability team, Visual Impairment team, physiotherapists and occupational therapists.

Identified support staff have regular moving and handling training and use of the Evac Chair for during emergency evacuation.

The College has disabled parking bays.

At Okehampton College we:

- Make appropriate use of the resources in our delegated budgets to support children and young people with additional needs
- Use our best endeavours to make sure that a child with SEND gets the support they need
- Carry out our duty to make reasonable adjustments under the Equality Act 2010
- Pay regard to the criteria and understand the processes (Early Help Assessment and Plan) for accessing additional support from the Local Authority for pupils with an exceptional level of need in Secondary Schools and Post 16 settings.
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Remain up-to-date with all statutory moving and handling training, where required.

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

The SENDCo is available for consultation at College Open Evenings, Transition Evenings/Events and Parents Evenings. We recognise how critical and important partnership and dialogue is between parents, students and staff and actively promote and encourage this. We organise regular review meetings for students on the SEND register but are available as need arises. Students' SEND Support Plans and Early Help Plans are completed and reviewed with parents, students and staff and are an important way parents can become actively involved in the review of their child's SEND support.

At Okehampton we:

- Make arrangements for providing children, their parents, and young people with SEND or disabilities with advice and information about matters relating to SEND and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform parents when we are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home.
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEND.
- Carry out annual reviews through an appropriate person-centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEND, e.g. pupil voice, pupil forums and school councils. Our Autism Student support group is well attended.
- Use the Early Help Assessment process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision
- Encourage the active participation of the child and their parent / carer. Parents are always asked to provide feedback after meetings.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Students' views and engagement are a critical part of successful and effective inclusion. Each student on the SEND register has a Passport, SEND Support Plan or Early Help Plan and they are invited to collaborate with the SENDCo and parents in the writing and reviewing of these. At all stages of the graduated- assess, plan, do, review- SEND process students are encouraged to set targets, are invited to evaluate interventions and take a full part.

Students on an Early Help Plan are invited to participate in review meetings as are students with EHC Plans.

At Okehampton we:

- Make arrangements for providing children, their parents, and young people with SEND or disabilities with advice and information about matters relating to SEND and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform pupils when we are making special educational provision for them and have processes in place for the pupils to provide feedback
- Ensure pupils are aware of the planned support and interventions
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEND.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.
- Use the Early Help process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision
- Encourage the active participation of the pupil

9 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.

Most concerns can be dealt with in discussion with a student's Tutor or a class teacher. If further discussions are needed then Head of Year or Head of Faculty would become involved. A SENDCo will join meetings involving students with SEND if requested.

If the concern is specifically SEND then the student has a named Teaching Assistant on his/her SEND Support Plan (SSP) who should be contacted as well as the SENDCo for further concerns. If concerns are still unresolved then a member of the Senior Leadership Team would be consulted. Parents can seek independent advice from DIAS.

10 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 governors ensure appropriate and qualified staff are in place in the College to

meet the needs of students and to allow access to other organisations and services. The governors receive regular reports and visit the College to ensure this is in place.

At Okehampton College we:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Pay regard to the criteria and understand the processes for accessing additional funding and support through the Early Help process, including those services provided by Health and Social Care

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Parents should contact the SENDCo regarding SEND and services. For parents with children of SEND considering joining the College the SENDCo and Assistant Principal in charge of admissions are available for consultation on Transition Evenings and Open Days/Evenings. Individual appointments with a member of the SEND Team can also be made to discuss individual students' needs.

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

The College has strong links with feeder primary schools and meetings with Year 6 teachers ensure important information is passed on to allow a smooth transition from primary and secondary.

Extra visits are organised for some students and an enhanced transition programme is offered.

Individual meetings with parents/primary staff and students can also be arranged with a member of the SEND Team to ensure a smooth transition.

When students are selecting their Key Stage 4 options a suitable option pathway is offered for all students and the SENDCo will meet with parents at the Options Transition Evening for additional consultation, as required. All students are encouraged to choose from the full range of options and study towards GCSEs supplemented with alternative qualifications as appropriate.

The College works closely with Careers South West to ensure students have clear advice and a pathway for Post 16 education.

At Okehampton College we:

- Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches

- Make arrangements for providing children with SEND or disabilities, and their parents, and young people with SEND or disabilities with advice and information about matters relating to SEND and disability
- Develop an appropriate person-centred planning approach to all transitions between schools or key stages; the pupil and family should be at the heart of the planning process. The Early Help process will support the transition process
- Begin transition planning as early as required
- Establish clear links with the receiving or feeder school or setting.
- Monitor the on-going transition process, building on previous assessments and reviews
- Carry out annual reviews through an appropriate person-centred planning processes
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Ensure that planning and provision takes into account the pupil's next phase of education or transition into adulthood and takes steps to prepare the pupil accordingly

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

Useful reference documents / contacts:

SEND Code of Practice 0-to-25 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Devon Local Offer

<https://new.devon.gov.uk/send/>

Devon Information Advice and Support for SEND (previously Devon Parent Partnership):
01392 383080

<http://www.devonias.org.uk/>

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Equality Act 2010 (updated 2014)

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Devon Parent Carers Voice (DPCV: 0345 1551 013)

www.devon.gov.uk/send