



# Impington Village College SEND information report 2019

Date updated: March 2019  
Date due for review: March 2020  
Stakeholder Name: Ryan Kelsall



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# SEND Information Report

At Impington Village College, regardless of Special Educational Need and/or Disability (SEND) we:

- Provide high quality provision for students who may have additional needs in any of the following areas.
  - Cognition and Learning
  - Communication and Interaction
  - Emotional, social and mental health
  - Physical and Sensory
- Have high expectations and aspirations for all students.
- Ensure that students learn and interact in a caring, happy, safe and secure environment.
- Make every effort to ensure equality of educational access and opportunity.
- Provide maximum opportunity to develop and reach individual potential academically, socially and personally.
- Encourage every student to develop their skills of communication.
- Challenge students to become as independent as possible.
- Have a clear focus on improving outcomes for students.
- Understand that the views and participation of students, family/carers are fundamental.
- Listen to, and involve students, family/carers and other professionals in decision making.
- Understand the importance of friendships and encourage respectful, trusting relationships throughout the College.
- Facilitate the inclusion of all students, including those with Special Educational Need and/or Disability in the school curriculum, sports and activities such as visits and residential trips.
- Empower students to be an individual.
- Publish information about the College's policies for the identification, assessment and provision for all students.

## What is the Local Offer?

- The Children and Families Bill became enacted in 2014. From this date, local authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and/or Disabilities (SEND) aged 0-25. This is the 'Local Offer'  
<http://www.cambridgeshire.gov.uk/send>
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The local offer will include information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families.  
There will be information about:
  - Services and support available
  - How children and young people's needs are identified and assessed
  - The way schools, colleges and maintained nurseries support children and young people with SEND
  - How to access services and how decisions are made
  - Preparation for adulthood and independence

- Arrangements for making a complaint and mediation
- How to comment on the local offer

**[Your Child has Special Educational Needs and/or Disability. What can Impington Village College offer you?](#)**

**WHO ARE THE BEST PEOPLE TO TALK TO AT IMPINGTON VILLAGE COLLEGE ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING, SEND?**

**The Subject Teacher and/or Tutor**

Responsible for:

- Checking on the progress of students and identifying, planning and delivering any additional help students may need in collaboration with other staff members, students, parents/carers and the SEND Department.
- Knowing about any personalised teaching and learning for students as identified on the College's Provision Map.
- Ensuring that the College's SEND Policy is followed in lessons for all the students they teach with SEND.

**Assistant Principal with Responsibility for SEND: Katie Jarvis**

Responsible for:

- Strategic oversight of the SEND faculty and provision
- Line Management of SENCO
- Progress of all students
- Data
- Reporting and Tracking

**The SENCO: Leah Cooper**

Responsible for:

- Developing and reviewing the College's SEND Policy.
- Co-ordinating all the support for students with special educational needs or disabilities (SEND).

**Lead Teacher - KS3: Leah Cooper**

Responsible for:

- Effective [transition](#) from Primary School (for those students with identified SEND)
- Ensuring that you are kept informed about the support your students are receiving, have involvement in supporting your students' learning and regularly reviewing their progress.
- Developing and overseeing personalisation of teaching and learning for your students as identified on the College's Provision Map.
- Liaising with professionals who may be coming into the College to help support your students' learning, e.g. Speech and Language Therapy, Educational Psychology.
- Providing specialist support for teachers and support staff in the College, so that they can help students with SEND to achieve the best progress possible.
- Providing specialist teaching for identified students.
- Updating the College's SEND Register (a system for ensuring that all the SEND needs of students are known by all teaching staff in College) and making sure records of your students' progress and needs are recorded. Only students who access teaching and/or support that are different from usual excellent classroom teaching (known as quality first teaching) will be included on the Register with the consent of parent/carer.

**Lead Teacher - KS4: Joan Griffiths**

Responsible for:

- Interventions (KS4) that are different from and additional to quality first teaching.

- Ensuring that you are kept informed about the support your students are receiving, have involvement in supporting your students' learning and regularly reviewing their progress.
- Developing and overseeing personalisation of teaching and learning for your students as identified on the College's Provision Map.
- Liaising with professionals who may be coming in to College to help support your students' learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the College's SEND Register and making sure records of your students' progress and needs are recorded.
- Providing specialist support for teachers and support staff in the College, so that they can help students with SEND to achieve the best progress possible.
- Providing specialist teaching for identified students.

**Specialist Literacy Teacher: Mrs Rebecca Sheldrick**

Responsible for:

- [Assessment](#) and interventions (literacy) that are different from and additional to quality first teaching.
- Ensuring that you are kept informed about the support your students are receiving, have involvement in supporting your students' learning and regularly reviewing their progress.
- Liaising with professionals who may be coming into College to help support your students' learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the College's SEND Register and making sure records of your students' progress and needs are recorded.
- Providing specialist support for teachers and support staff in the College, so that they can help children with SEND to achieve the best progress possible.
- Providing specialist teaching for identified students.
- Ensuring students who may need examination concession arrangements are appropriately assessed and appropriate arrangements applied for.

**Governor responsible for SEND: Elizabeth Sadler**

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the College.

## HOW WILL THE COLLEGE KNOW IF STUDENTS NEED EXTRA HELP?

Information is shared and gathered at the point of transition and entry into College. All students in Year 7 undertake further assessments to provide comprehensive baseline data. This may include:

- Cognitive Abilities Tests (CATS)
- National Foundation for Educational Research (NFER) reading and comprehension test
- Single Word Spelling test (SWST)

All students in Year 9 undertake a further assessment (NFER Group Reading test) that provides information regarding progress with respect reading and comprehension.

The progress and learning of all students is monitored and reviewed regularly. Progress checks are shared with students and parents/carers every half term. If your child is identified as not making progress you will be informed and if necessary a meeting set up to discuss this with you in more detail. We will;

- Listen to any concerns that you may have.
- Listen to any concerns that your child may have.
- Plan any additional support your child may need that is different or additional to the usual excellent classroom teaching (quality first teaching).

- Discuss with you any referrals to outside professionals to support your child. Each student with their parent/carer attends an Academic Tutorial where progress and learning are discussed with their Lead Tutor. Each student and parent/carer are fully consulted and involved in discussions to ensure that any support and resources provided are appropriate and effective. Information regarding how a parent/carer can further support their child is also shared.

### **WHAT WILL THE COLLEGE DO IF THEY THINK MY CHILD HAS ANY SEND?**

If your child is identified as not making progress, the College may set up a meeting to discuss this with you in more detail and to;

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

### **HOW WILL I KNOW THE COLLEGE WILL SUPPORT MY CHILD? HOW ARE COLLEGE RESOURCES ALLOCATED AND MATCHED TO THE STUDENT'S SEND?**

- The College budget includes money for supporting children with SEND. The provision of additional support is made as appropriate from the College's budget.
- Students with an Educational Health Care Plan (EHCP) receive central funding from the Educational Funding Agency (EFA) with Local Authority (LA) top up money to supplement that provided by the College.
- Additional funding is provided by the EFA (<https://www.gov.uk/government/organisations/education-funding-agency>) to purchase up to 18 Enhanced Provision places for students with physical disabilities and/or significant complex needs.
- Deployment of resources for SEND is made in consultation with parents/carers, the Principal, College Governors, SENCO and teaching staff on the basis of needs in the College.
- The Provision and Access Map includes all the support provided within the College and is reviewed regularly and changes made as necessary to ensure that the needs of all students are met proactively and resources deployed effectively

### **HOW WILL MY CHILD AND I KNOW THAT MY CHILD IS MAKING PROGRESS?**

- Regular classroom feedback provided for students is informative and includes next steps for progression.
- Written feedback is regularly provided for students that is helpful and includes next steps for progression.
- Progress checks are completed every half term and shared with students and parent/carers.
- An Annual Review will be held for students with an Educational Health Care Plan (EHCP)
- The SENCO and members of the Senior Leadership Team carry out regular book scrutinies and lesson observations to ensure that the needs of all students are met through outstanding quality of teaching and learning.

### **HOW WILL THE COLLEGE SUPPORT MY CHILD AND HOW WILL THE CURRICULUM BE MATCHED TO SUPPORT MY CHILD'S NEEDS?**

#### **All Students access:**

- Excellent classroom teaching (Quality First Teaching) that includes differentiated approaches by subject specialist teachers.

- Teaching that is informed by assessment, planning and review.
- High expectations for each student in their class regardless of SEND.
- Multi-sensory teaching to enable each student to participate in all lesson activities.
- Relevant student information provided for all teaching and support staff.

**Some students** are identified by the subject specialist teacher, specialist teachers of SEND and/or parent/carers as needing some additional specialist support (described as SEN Support (SS) in the Special Educational Needs Code of Practice 2014) and may access:

- Additional in-class support usually provided by a Teaching Assistant.
- Specific group work delivered by either a Higher Level Teaching Assistant (HLTA), a Level 3 Teaching Assistant Subject or SEND specific specialist and/or other trained adults.
- Specialist targeted interventions delivered by either a Teaching Assistant, Subject or SEND specific specialist.
- Specific strategies that may have been suggested by the SEND Department and/or professionals.
- Access to specialist professionals, for example, Speech and Language Therapists. This will help the College to understand your child's particular needs better and therefore support them more effectively.

**A few students** may require, or have an Educational Health Care Plan (EHCP). This support is available for those students whose special educational needs are severe, complex and lifelong. These students experience specific barriers to learning and require specialist support.

- The College (or parents/carers) can request that the Local Authority to carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the College to continue with the current level of support and also set up a meeting in the College so that a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the support your child will receive and what strategies must be put in place. It will also have long- and short-term goals for your child.

### **The Pavilion**

Enhanced Resource Specialist places are available at Impington Village College. The Pavilion is a purpose built accommodation, supporting the physical and medical needs of students with SEN and/or

Disability so that they are able to participate as fully as possible in the life of the College and the wider community.

The Pavilion is located in the central part of the College and has four classrooms, a physiotherapy room, accessible kitchen area and fully equipped bathroom area. Equipment and resources facilitate the delivery of alternative curricular activities and therapies as required by each individual student.

The high quality educational provision at Impington Village College supports inclusion, independence and meaningful progression for all students, including Enhanced Resource students. Every student has access to a full range of assessment and accreditation opportunities taking into account their individual needs.

### **HOW WILL MY CHILD BE INCLUDED IN EXTRA-CURRICULAR ACTIVITIES AND TRIPS?**

- Best endeavours ensure that trips are accessible for all students wherever possible. If appropriate additional adult support will be made available to ensure that your child is fully included.
- Risk assessments are carried out to ensure that Health and Safety requirements are fully met.
- Where possible travel will be fully accessible to all students. The College also has access to adapted minibuses.
- All students are able to participate in a wide range of extra-curricular clubs and activities.

### **WHAT SUPPORT WILL THERE BE FOR STUDENTS' OVERALL WELL-BEING?**

- Some students may require additional support to ensure that emotional, social and mental health is appropriately developed and nurtured. These needs can be shown in different ways, including anxiousness, behavioural difficulties, and being uncommunicative. All students are in Tutor Groups and Houses that provide the opportunity to explore Personal, Social, Health and Economic Education curriculum that supports this development. There are many extra-curricular clubs that your child may participate in. If your child needs support additional to that explained in the [College Provision Map](#) and offered through the pastoral system with your permission the College may access further specialist support through, for example, the EHA process.

### **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT THE COLLEGE?**

Advice or direct input from the following services can be sought by the College, in consultation with the parents/carers and young person.

- Community Paediatrician
- Educational Psychologist
- Hearing Service
- Mobility Service
- Occupational Therapist
- Physiotherapist
- Speech and Language Therapist
- Visual Impairment Service

### **WHAT TRAINING DO THE STAFF WHO SUPPORT SEND RECEIVE?**

Every teacher is a teacher of every student. It is part of the SENCO's role to support subject teachers to assess, plan, monitor and review the progress of students with SEND.

- Training and support is provided for all teachers and teaching assistants to ensure excellent differentiated classroom practice (quality first teaching).
- Training and support is provided for all teachers and teaching assistants that is specific to the individual needs of the students, for example, Epilepsy training.

- Individual teachers and teaching assistants attend a wide range of internal and external training that ensure staff develop a wide knowledge and experience base.

### HOW IS THE COLLEGE ENVIRONMENT ACCESSIBLE FOR STUDENTS WITH SEND?

- The College is fully compliant with the Equality Act (2010) requirements.
- Every classroom is accessible apart from one classroom (Art/Textiles).
- Adjustable tables and specialist seating is available and provided as appropriate.
- There are lifts to upper floors (with the exception of one Art/Textiles room)
- There are toilet facilities with disabled access in the College.
- Outside areas of the College environment are accessible to all students regardless of SEND.
- Extra-curricular activities and trips are accessible for students with SEND.

#### ***The Pavilion***

Enhanced Resource Specialist places are available at Impington Village College. The Pavilion is a purpose built accommodation, supporting the physical and medical needs of students with SEN and/or Disability so that students are able to participate as fully as possible in the life of the College. The Pavilion is located in the central part of the College and has four classrooms, a Physiotherapy room, accessible kitchen area and fully equipped bathroom area. Equipment and resources facilitate the delivery of alternative curricular activities and therapies as required by each individual student.

### ARE PARENTS/CARERS AND YOUNG PEOPLE ENCOURAGED TO DISCUSS AND CONTRIBUTE TO POLICIES AND PRACTICES RELATING TO SEND?

Collaboration with, listening to and developing effective partnerships with parents/carers and their child is essential. Parents/carers know and understand their children best. Therefore students and parents/carers are actively encouraged to participate in the development of, application of, and review of policies relating to SEND in various ways including;

- Parent/Carer participation groups (PINPOINT/SENDIAD)
- Parent/Carer forums
- Parent/Carer Pavilion teas
- Academic/annual Reviews (beginning with attendance at Year 5 or 6 reviews when invited)
- Annual Reviews

### HOW ARE PARENTS INVOLVED IN THE COLLEGE?

- [PSFA](#)
- Parents' Tea/BBQ
- Parents' Evening
- Academic tutorials
- Performances
- Open Days
- Option Choices
- Support with homework
- Parent Governor

### WHO CAN I CONTACT FOR FURTHER INFORMATION?

- SEND Department:
  - Katie Jarvis - Vice Principal – [kjarvis@ivc.tmet.org.uk](mailto:kjarvis@ivc.tmet.org.uk)
  - Sharonne Horlock – Strategic Leader for SEND MET Trust - [shorlock@tmet.org.uk](mailto:shorlock@tmet.org.uk)
  - Rebecca Sheldrick - Specialist Literacy - [rsheldrick@ivc.tmet.org.uk](mailto:rsheldrick@ivc.tmet.org.uk)



- Julie Williams - IDEAL Co-ordinator - [jwilliams@ivc.tmet.org.uk](mailto:jwilliams@ivc.tmet.org.uk)
  - Leah Cooper – SENCO/Lead Teacher KS3 SEND Progress - [lcooper@ivc.tmet.org.uk](mailto:lcooper@ivc.tmet.org.uk)
  - Joan Griffiths – Lead Teacher KS4 SEND Progress - [jgriffiths@ivc.tmet.org.uk](mailto:jgriffiths@ivc.tmet.org.uk)
  - Vicky Bailey – Pavilion Manager – [vbailey@ivc.tmet.org.uk](mailto:vbailey@ivc.tmet.org.uk)
  - Principal
  - Vice/Assistant Principals
  - Heads of House
  - House Managers
  - Tutors
  - Subject Specialist teachers
  - Local Authority
- [Parent Partnership Service/SENDIAS](#)

### HOW WILL THE COLLEGE PREPARE MY CHILD FOR TRANSITION FROM PRIMARY TO COLLEGE?

There is a comprehensive [transition processes](#) to ensure students and parent/carers are fully supported, that may include;

- Visits to feeder primary schools to meet the student
- Discussion with primary school teachers/TAs
- Induction days/workshops at the College which begin in year 4
- Extra transition visits with TA support
- Pastoral support

### HOW WILL THE COLLEGE PREPARE MY CHILD FOR TRANSITION TO POST 16 PROVISION?

- SEND Department liaise with Sixth Forms as required and as is appropriate
- Taster days in Sixth Form for Year 10
- Sixth Form Evenings
- Open Day at Sixth Form
- UCAS progress website used for applications and can be accessed at home
- Career advice
- PSHE lessons in Year 11 to help prepare and support for post 16