

SEN Impact Report for Governors - June 2019

Name of College:	Thomas Rotherham College
Date:	June 2019
Academic Year:	2017/18
Report Author:	Melanie Allen
Name of Interim Principal:	David Naisbitt
Name of Head of Faculty-Learning Support and Student Wellbeing:	Melanie Allen

Provision

The Learning Support department (CLASS) has undergone some significant structural changes recently following discontinuation of “mentor” support and the implementation of a faculty structure in college. The changes have drawn together **all** the strands of additional support for learning, that are available to students, including support for students with LLDD, health or SEMH difficulties.

All students that have disclosed a learning difficulty or disability, health or mental health condition, receive support in a way that suits their need. The support ranges from monitoring progress to meeting an appropriately qualified member of staff, regularly during the week, this may include: specialist LLDD intervention, working with a learning support assistant, attend the counselling service or being referred to member of the first aid team. Students that have an education and health care plan (EHCP) or Statement of Need are included within this cohort. In addition, in the first week of the academic year, students complete a Skills assessment to identify more specific difficulties and literacy or numeracy difficulties in addition to students that may benefit from having exam access arrangements in place.

The Head of Faculty for Learning Support and Student Wellbeing (SENCO) and/or the SEND Administrator, take an active part in EHCP transition reviews and regularly attend meetings at schools to develop transition strategies with prospective students and parents. The HOF is keen to further develop these links with schools in order to further aid transition for students applying to TRC.

All students that disclose a learning difficulty or disability, health or SEMH difficulties are invited to transition day prior to the college induction. The transition day prepares students for all aspects of college life, including the new academic demands expected of them, the practical and emotional changes that will come with the change to their daily routine, and the social integration that we strongly encourage them to participate in. Progress is monitored 6 times throughout the year and appropriate actions are developed.

Students with an EHCP have a more structured approach to support and parental involvement is encouraged. This year, we have **11** high needs students compared to **16** in year 2017/18.

Identification of Need

Students are identified in a variety of ways including:

- Application form/ interview
- Enrolment
- Initial skills assessment
- Analysis of graded assessment data-Gradebook.
- Teacher/ self referral
- Open evenings/parents’ evenings/ new parents’ evenings
- Schools
- External support agencies.

Learning support Staff are available at all parents' evenings to discuss progress and support and teaching staff are encouraged to refer parents to us to discuss the support offered for their sons/daughters.

See appendix 1

Areas of Need

LLDD/SEMH/Health	Year 16/17	Year 17/18	Year 18/19
Moderate learning difficulty	9	4	9
Dyslexia	39	41	52
Dyscalculia	4	3	3
Autism Spectrum Disorder	16	19	22
Asperger's Syndrome	13	12	16
Temp disability after illness	3	4	3
Speech, language and communication needs	3	6	0
Visual Impairment	37 (3)	28 (3)	14 (4)
Hearing impairment	11	9	5
Disability affecting mobility	11	13	8
Profound complex disabilities	1	0	0
SEMH	52	58	74
Mental health difficulty	71	83	78
Other physical difficulty	13	11	9
Other SpLD (e.g dyspraxia)	8	6	18
Other medical condition (epi, asth, diab)	167	152	159
Other Learning difficulty	27	24	14
Other disability	4	9	0
Prefer not to say	4	3	23
Grand Total	493	494	507

It is important to note that the disclosures are an indication of how a student identifies themselves so are not necessarily accurate. In addition, many students don't perceive themselves as having any LLDD or do not want to disclose as they feel that it may hinder their application.

Exam Access Arrangement Assessments

	Extra time 25%	Extra time 50%	Extra time 100%	Readers	Scribe/word pro	Rest breaks	Prompter	Sep room	Mod paper	Tex diags
2018/19	110	5	1	55	76	8	5	24	1	1
2017/18	61	5	1	40	1/41	13	1	38	1	1
2016/17	57	2	1	38	2/27	7	0	26	1	1

Louise Disley and Melanie Allen have completed 130 exam access arrangement assessments in year 2018/18 compared to 96 in year 2017/18.

See appendix 2

Staff Skills

Following restructure, from October 2019, the team consists of three specialist teachers (1 x FT (SENCO), 2 x 0.6 contracts.) a SEND Administrator and two Learning Support Assistants. All the teaching staff have specialist teacher status in multiple disciplines including dyslexia, autism, exam access arrangements and special needs, in addition to literacy and/or numeracy. There is a range of experience in the department including the Head of Faculty who has been in post for 22 years having developed the department from its inception. The team liaise with various external agencies at the beginning of a student's course although all specialist support is delivered "in house". The SEND Administrator and one of the Learning Support Assistants are qualified to level 3, Advanced Learning Assistant's course. All members of the team have received Read/Write Gold training to maximise the use assistive technology in college, in addition to taking part in the cross-college staff development programme. The team also has two qualified "in house" counsellors each working 10 hours each per week.

Staff Training

There is a programme of staff training to aid an inclusive culture and ensure differentiation of the curriculum. The programme includes:

- **Mental Health Awareness**
- **Developing Strategies that Support Your Students.**
- **Using the Student Profile Effectively to Aid Differentiation and Maximise Student Potential.**

There is an electronic referral system in place for teaching staff to refer students that they identify as having difficulties with the underpinning skills of their subjects, investigate exam access arrangements or need mental health resilience support.

A support plan is negotiated with these students, in relation to their support needs and the skills necessary for their subjects, and the work that is being completed. CLASS staff regularly meet with curriculum staff to update knowledge of underpinning skills for each subject specification. On occasions, a signposting to another support pathway may be made.

Achievement

In the most recent OFSTED report, Student Support and the Learning Support Department were deemed to be "good". In the main, students with a learning difficulty or disability have consistently achieved above the college average, in terms of value-added achievement, however, the picture is mixed within the health and SEMH cohorts, currently achieving significantly below college average. These students will now have the same level of monitoring of progress, as the students with an LLDD, to ensure their maximum potential is reached.

Key Priorities for 2019/20

- Mental Health Awareness training for all staff.
- Embedding the support mechanisms for students that have disclosed mental health and health difficulties, to raise success and achievement to meet college average.

Appendix 1

Identification of needs

Application- Disclosure identified of LLDD, MH and Health, etc



Interview- Discussion of support on offer



Transition Days- Familiarisation sessions

- Exam access arrangement assessments- 1st part



Enrolment- Further opportunity to disclose

Induction Days- Support from CLA staff, further data gathering.



Study Seminars on timetable - Develop learning strategies

- Monitor progress 5 times during the year

- Regular action

- Planning to identify trigger points



In year disclosure

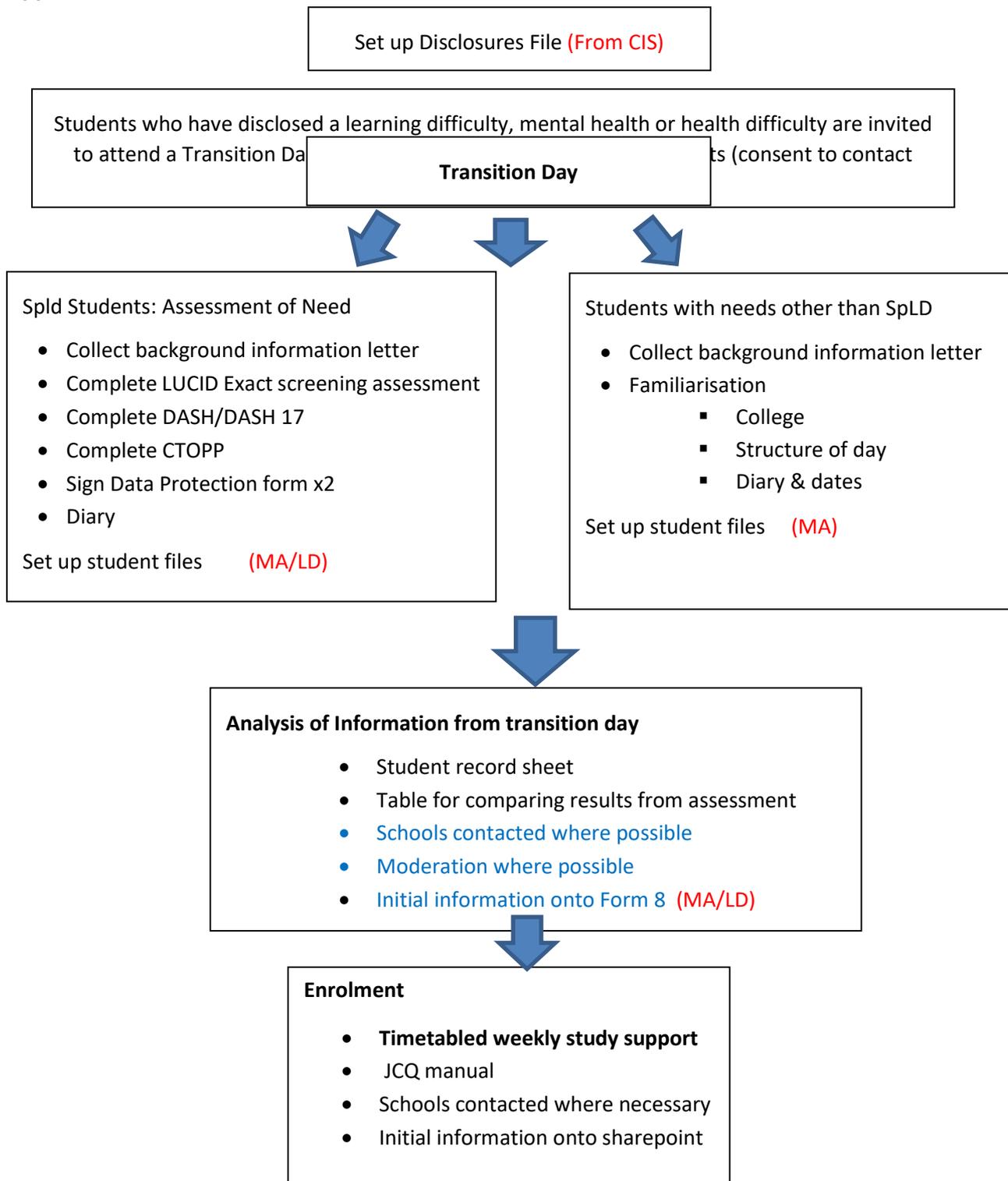
-Workshop support throughout the year.

-Exam access arrangements are facilitated for all mock exams and graded assessments to ensure **“normal way of working”**.

-Teaching staff refer for exam access arrangements until exam board deadline in March.

Assessments for Exam Access Arrangements: Process 2018-19

Appendix 2



Start of Term

- Identify progression students
 - Form 8 front page
 - Review access arrangements
 - CLASS/Study Support/Literacy

- Re-apply on AAO (if L2 L3)
 - [New Form 8](#)
 - Email staff & student
 - Enter on Interventions if changes
 - [Book in for Read/Write training if needed](#)
 - [Enter on ILP & add to spreadsheet](#)
 - Letter sent home to confirm
- Identify students with SpLD doing early exams and book in for assessment
 - [Front page of Form 8 \(subjects etc\)](#)
 - Assessment
 - Moderation
 - Any further assessment
 - Any further information to support T&L
 - Moderation & EAA decisions
 - [CLASS/Study Support/Literacy](#)
 - [Book in for Read/Write training if needed](#)
 - Complete Form 8
 - Application online
 - Further information onto Sharepoint, email staff & student
 - [Enter on ILP & add to spreadsheet](#)
 - Letter sent home to confirm
 - Set up evidence folders
- Review continuing students' EAAs
- Transition follow up appointments
 - [Form 8 front page](#)
 - Any further assessment
 - Moderation
 - Any further information to support T&L
 - Moderation & EAA decisions
 - Complete Form 8
 - Application online
 - Further information onto Sharepoint, email staff & student
 - [Book in for Read/Write training if needed](#)
 - [Enter on ILP & add to spreadsheet](#)
 - [Letter sent home to confirm](#)
 - Set up evidence folders

In Year disclosures

- Arrange assessment appointment & send background information letter home
 - [Form 8 front page](#)
- Assessment of Need
 - Background information letter
 - Complete LUCID Exact screening assessment & other assessments as appropriate
 - Sign Data Protection form x2

- In Year disclosure to CIS
- Follow up appointment as required
- Moderation & EAA decisions
- Complete Form 8
- Application online
- Information onto interventions, email staff & student
- [Book in for Read/Write training if needed](#)
- [Enter on ILP & add to spreadsheet](#)
- [Letter sent home to confirm](#)
- Set up evidence folders
- Refer to CLASS if not already attending