

Interim SEN Impact Report (TRC)



Interim SEN Impact Report for Governors-February 2021

Name of College:	Thomas Rotherham College
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Report Author:	Melanie Allen
Name of Trust CEO:	David Naisbitt
Name of Head of Faculty-Learning Support and Student Wellbeing:	Melanie Allen

Provision

All students that have disclosed a learning difficulty or disability, health or mental health condition, receive support in a way that suits their need. This is usually done through a timetabled lesson “study seminar”, until Christmas, aiding transition. This year, students had completed this module, however, following the announcement of the current lockdown restrictions, we have continued our support. The support ranges from monitoring progress to meeting/speaking an appropriately qualified member of staff, regularly during the week, this may include: specialist LLDD intervention, working with a learning support assistant, attending 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. This support is currently being delivered via virtual support sessions on Microsoft Teams, by phone or face to face in college, for students that are particularly vulnerable.

In addition to the mainstream provision that we have for SEN students, the new Flexible Learning Centre is now open, albeit in an alternative venue. We have 6 students studying a flexible online provision of A levels, with an additional support package, from TRC staff, enabling students that are otherwise unable to attend mainstream education, access a high quality level 3 college provision, enjoying the additional benefits of post 16 education such as social interaction and study support. As the provision is flexible, it facilitates students that have medical conditions, to study



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when they are able to in addition to enabling students that are on the autism spectrum access a quieter environment that is conducive to their needs.

Regular contact with the parents of the more vulnerable students, including those with an EHCP, is being maintained. By purchasing department mobile phones, students and parents are able to text to arrange additional contact from the CLASS team. The Flexible Learning Centre has remained open through this period.

All students that disclose a learning difficulty or disability, health or SEMH difficulties are *usually* invited into a transition day prior to the college induction. However, this year, we have completed a virtual transition, involving a virtual tour of college, Microsoft Teams meetings with students and parents in addition to phone calls. Having this opportunity allowed students to become more familiar with the support staff and college structure in addition to being able to discuss their individual concerns, prior to starting at TRC.

Following the reduction in restrictions, twenty-nine of these students attended a face to face transition period in July, allowing more vulnerable students to access the site.

Students with an EHCP have a more structured approach to support and parental involvement is encouraged. This year, we have **6** mainstream high needs students and **6** high needs students in the Flexible Learning Provision, compared to **8, in total**, in year 2019/20. 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. This support has increased through this current lockdown period as students start to experience a fatigue of the solitary way of working from home.

At the beginning of the academic year, 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.

Identification of Need



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Students are identified in a variety of ways including:

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

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Learning support Staff are available at all parents' evenings and open 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. The year's first parents' evening of 2020/21 was completed via phone or Microsoft Teams meetings.

Areas of Need

LLDD/SEMH/Health	Year 18/19	Year 19/20	Year 20/21
Moderate learning difficulty	9	3	6
Dyslexia	52	52	48
Dyscalculia	3	1	5
Autism Spectrum Disorder	22	34	32
Asperger's Syndrome	16	8	3
Temp disability after illness	3	2	1
Speech, language and communication needs	0	1	6
Visual Impairment	14 (4)	9(4)	29 (18)
Hearing impairment	5	8	19
Disability affecting mobility	8	2	4
Profound complex disabilities	0	0	3
SEMH	74	96	73
Mental health difficulty	78	49	58
Other physical difficulty	9	2	5
Other SpLD (e.g dyspraxia)	18	1	3

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Other medical condition (epi, asth, diab)	159	175	132
Other Learning difficulty	14	8	4
Other disability	0	0	10
Prefer not to say	23	11	9
Grand Total	507	452	450

There has been an increase in students that are visual and hearing impaired and students with other disabilities however, 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 to February 2021

	Extra time 25%	Extra time 50%	Extra time 100%	Readers	Scribe/word pro	Rest breaks	Prompter	Sep rm/ alt venue	Mod paper	Tex diags
2020/21	95	5	1	48	69	9	1	40	1	1
2019/20	133	4	-	64	1/95	2	1	36/3	0	0
2018/19	110	5	1	55	76	8	5	24	1	1

138 exam access arrangement assessments have been completed to February 2021 compared to 168 in the full year of year 2019/20.



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Due to staff shortages, to meet the deadline, staff worked for an additional two weeks in July 2020 in order to meet the deadline for 2020/21 exam series.

Staff Skills

One of our very experienced teachers resigned in September 2019. In addition to being a specialist teacher, she was also an exam access arrangement assessor. The teaching team now consists of two specialist teachers (1 x FT (SENCO), 1 x 0.6. There has been a 0.6 vacancy for a specialist teacher for more than a year following disappointing applications attracted by previous advertisements.

In addition, we have a senior learning support asst, an HLTA, two learning support assistants and two qualified counsellors. The counselling service has been increased this year from 2 x 0.4 contracts to 1 x 0.4 and 1 new fulltime appointment. During the current restrictions to college opening, and a renewed way of working from home, the counselling service is working to full capacity with a waiting list of 15 students.

Both teaching staff in the CLASS team 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 23 years having developed the department from its inception. The team liaise with various external agencies including the visual impairment and hearing impairment teams.

Staff Training

The CLASS team completed training to ensure all modes of support were used in order to meet student need during the periods of national lockdown. The team reflected on the methods used in the previous lockdown period and strengthened support accordingly.

Achievement

The new Flexible Learning Centre building project was unable to go ahead, due to lockdown restrictions, however, the CLASS team have developed an alternative,



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temporary venue, to enable a small group of students to join TRC, within this provision. The building project is scheduled to be completed August 2021.

Key Priority for 2020/21

- To ensure that the new Flexible Learning Centre building is ready for the second cohort of students to commence study in September 2021.
- Ensure the skills and expertise of our mental health professionals is embedded in all aspects of support throughout college.