

# SEN Impact Report for Governors - April 2023



**Name of College:** Thomas Rotherham College

**Date:** April 2023

**Academic Year:** 2022/23

**Report Author:** Susan Miles

**Name of Trust CEO:** David Naisbitt

**Head of Faculty-Learning Support and Student Wellbeing:** Susan Miles

## 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 done through a timetabled lesson, delivered by CLASS staff, until Christmas, thus aiding transition. It remains crucial as the lack of structure during the post-covid era has led to a higher number of students disclosing varying social and emotional and mental health needs.

The support ranges from monitoring progress to meeting an appropriately qualified member of staff regularly. 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. In addition, we monitor the progress of the students, that disclose a learning difficulty or disability, to ensure that the impact of a disrupted year at school is minimised as much as possible.

This year's focus has continued to be aiding a smooth transition for the students that find the progression to college difficult, particularly following such a disrupted period of their education. Any student that has disclosed a learning difficulty or disability or mental health concern were invited to a transition day to familiarise them with the day to day working of the college and meet some key staff. To support the students that have struggled in terms of "mental health", we have taken several actions to support them in developing awareness of potential difficulties and develop resilience to overcome them. Strategies include the following:

- All students that disclose issues with mental health or social and emotional health have a weekly timetabled session to develop strategies to maintain positive wellbeing and cope with the demands of being a student.
- The development of free-standing modules that help students understand their anxiety, low mood etc. These modules consist of 6x30 minute sessions that will help to develop understanding and strategies to overcome their difficulties.

- The development of a bank of resources to support positive wellbeing, including a parent pack that explains the support mechanisms at TRC, and gives useful tips to help them to support their children.
- Cross college input to inform all students of the differing support mechanisms available at college with particular reference to addressing wellbeing concerns and building resilience.

Students with an EHCP have a more structured approach to support and parental involvement is encouraged. This year, we have **20** high needs students compared to **11** in year 2021/22.

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 to be completed. CLASS staff regularly meet with curriculum staff to update knowledge of the underpinning skills for each subject specification. On occasions, a signposting to another support pathway may be made.

This year we are working closely with NHS based mental health service With Me in Mind. We currently host 1 external worker from this service on a weekly basis within our faculty area to offer CBT related specific support to students with mental health difficulties that meet their threshold of requirements.

### **Identification of Need**

Students are identified in a variety of ways including:

- Application form
- Enrolment
- 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 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.

### **Areas of Need**

<b>LLDD/SEMH/Health</b>	<b>Year 2020/21</b>	<b>Year 2021/22</b>	<b>Year 2022/23</b>
Moderate learning difficulty	<b>3</b>	<b>5</b>	<b>4</b>
Dyslexia	<b>49</b>	<b>32</b>	<b>40</b>
Dyscalculia	<b>2</b>	<b>1</b>	<b>1</b>
Autism Spectrum Disorder	<b>37</b>	<b>24</b>	<b>35</b>

Asperger's Syndrome	17	1	3
Temp disability after illness	2	0	1
Speech, language and communication needs	3	1	5
Visual Impairment	22 (6)	3	17
Hearing impairment	7	3	5
Disability affecting mobility	2	1	2
Profound complex disabilities	0	0	1
SEMH	86	5	21
Mental health difficulty	38	35	45
Other physical difficulty	5	4	2
Other SpLD (e.g dyspraxia)	2	0	2
Other medical condition (epi, asth, diab)	92	45	45
Other Learning difficulty	5	0	8
Other disability	5	3	7
Prefer not to say	29	1	0
Grand Total	406	164	244

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 rm/ alt venue	Mod paper	Tex diags
<b>2020/21</b>	<b>98</b>	<b>4</b>	<b>1</b>	<b>37</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>42</b>	<b>1</b>	<b>1</b>
<b>2021/22</b>	<b>117</b>	<b>7</b>	<b>1</b>	<b>41</b>	<b>54</b>	<b>14</b>	<b>5</b>	<b>20</b>	<b>2</b>	<b>1</b>
<b>2022/23</b>	<b>113</b>	<b>15</b>	<b>0</b>	<b>51</b>	<b>76</b>	<b>42</b>	<b>6</b>	<b>51</b>	<b>1</b>	<b>1</b>

**Melanie Allen and Susan Miles have completed 253 exam access arrangements assessments in year 2022/23 compared to 191 in year 2021/22. Jasmin Smith has now qualified to become an exam access assessor for year commencing September 2023 following the departure of Melanie Allen, due to retirement.**

### **Staff Skills**

From September 2022, the team reduced in size, and posts now consist of: 1x FT Learning Support Teacher (inc SENCO role), 1x Health and Wellbeing Coach, 3x Higher Level Teaching Assistants and 1x Learning Support Assistant. The faculty also consists of 2 counsellors, one FT and one 0.4.

This is in comparison to the previous year of 2021/22 which consisted of: Two specialist teachers (1 x FT (SENCO), 1 x 0.6 contracts), 1x Senior Learning Support Assistant, 3 Higher Level Teaching Assistants and 1x Learning Support Assistant. We also had 2 counsellors, 1x FT and 1x 0.4

The full-time teacher who is also SENCO has teacher status in the disciplines of Literacy, ESOL and exam access arrangements. There is a range of experience in the department including the Head of Faculty who has been employed at TRC in the Learning Support Faculty for 18 years in post as Learning Support Teacher and worked closely alongside the previous Head of Faculty for that duration. The team liaise with various external agencies at the beginning of a student's course although specialist support is delivered "in house", on the whole. This year, TRC have engaged more closely with an experienced practitioner of CAMHS Rotherham due to the growing need for support to students with social and emotional and mental health needs.

### **Staff Training**

All college staff have had training related to the incoming cohort, in terms of individual support that may be necessary for particular students, with summaries, for each student, displayed on the college system. This information was gathered during the transition events held for new students.

### **Flexible Learning Centre**

The Flexible Learning Centre, as of Christmas 2022, is now in its desired location in the Woodhurst building of TRC following a lengthy renovation of the middle and upper floors of the building and the installation of a lift. Students from last year's cohort (4 students) completed teacher assessed assignments, in the same way as the mainstream students, and achieved pleasing results.

The three students that took exams achieved at or above predicted grades achieving 4 x A grades and 1 x C grade and 2 x D grades. For this academic year, 2022/23, we have 6 students in the centre with four returning students; 2x completing 2<sup>nd</sup> year of year A Level programme, 1x taking an additional A Level and 1x re-start due to severe and persistent mental health difficulties.

## **Key Priority for 2022/23**

- To implement a whole college approach regarding a mental health policy, following on from key training undertaken by 3 members of the faculty, including the Trauma Informed Schools UK Diploma (TISUK) and government funded Social, Emotional and Mental Health training by the Anna Freud Centre.
- To further develop opportunities and liaison with NHS based mental health support service With Me in Mind.
- Continue to maximise funding opportunities-To ensure that all additional funding opportunities are sought to enable the development of provision to meet the full range of needs, including the 19+ students attending the Flexible Learning Centre.
- Build on existing relationships and develop new links regarding post-16 pathways, including suitable apprenticeships and employer opportunities for students with complex needs within the Flexible Learning Centre.