

The Ellesmere Port C of E College



Special Educational Needs Information Report 2023-24

Policy Information:

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Approved by Principal:

Cath Green

Approved by Chair of Governors:

Gordon McGuinness



Frank Field
Education Trust

Our Vision

To act justly, to love with mercy and to walk humbly with our God - Micah 6:8

At Ellesmere Port Church of England College we seek to build a community of faith where our students have the cultural capital to follow unlimited ideas and dreams. Above all else, we want our students to experience the fullness of life, where the sort of person they become is of paramount importance.

To **BE MORE** is to be a community which aspires to act justly in all situations; to be kind towards those inside and outside the College; and to be open to God's guidance in all areas of our lives.

This is a statement of policy for The Ellesmere Port Church of England College. It provides guidelines for the standards of behaviour and moral virtues expected in The College and for the procedures adopted by The College and its governors when pupils behave in a manner which makes us proud, and for the times when they may fall short of our standards.

We are dedicated to ensuring that our College environment supports the learning and the well-being of all pupils and staff through a strong sense of Christian community cohesion. Courage, justice, honesty, compassion, gratitude, humility, integrity and respect are the moral virtues within our Christian community and we work hard to provide a safe College where all pupils, whatever their needs, feel included in every aspect of College life and comfortable to voice their opinions.

Moral Virtues

We believe that all pupils should be aware of the standards of behaviour expected at our college. These standards are underpinned by our moral virtues within our Christian context and we expect all members of our college community to take responsibility for living these out on a daily basis. Positive relationships throughout The College are built on a set of shared virtues:

Justice - "Grant justice and do what is fair" Colossians 4:1

Definition: *Our College rules are fair and reasonable.*

Example: *Showing that you know when you need to stand up for what is correct and appropriate with the context of our moral virtues and Consistency Across the College.*

Humility - "Humble yourselves in the sight of the Lord" James 4:10

Definition: *we aim to ensure that everyone in our community has a place and a voice that will be heard.*

Example: *To celebrate all our achievements in a respectful manner.*

Respect - "Do to others as you would have them do to you" Luke 6:31

Definition: *treat others how you would wish to be treated yourself.*

Example: *Holding the door open for any member of our community.*

Courage - "Be strong and courageous. Do not be afraid" Joshua 1:9

Definition: *the quality of having strength in the face of difficulty.*

Example: Being confident to express opinions and ideas within the College.

Integrity - “The godly walk with integrity” Proverbs 20:7

Definition: the quality of having strong moral virtues.

Example: Knowing that we should all try and do the right thing when faced with adversity.

Compassion - “Clothe yourselves with compassion” Colossians 3:12

Definition: the quality of having concern for others.

Example: Showing kindness and care for others within the College and our community.

Honesty - “He delights in those that tell the truth” Proverbs 12:22

Definition: the quality of being truthful.

Example: Telling the truth in all situations even when it is hard to do so.

Gratitude - “Give thanks to the Lord, for he is good: his love endures forever” Psalm 107:2

Definition: the quality of being thankful and showing appreciation.

Example: Saying please and thank you wherever possible.

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This report is to help you understand how our College knows when children need extra help and what you should do if you think your child may have an additional need.

Who is our key SEND staff?

SENDCo: Ms Thierry

Assistant SENDCo: Mrs Whitmore-Gill

Ms Lisa Thierry, is an experienced SENDCo, working in the SEND field for over 20 year across a range of settings. She also acts as Lead Practitioner for SEND across our Trust. She has the following qualifications: BA English Literature and Language, MA Victorian Literature, PGCE, NPQSL, Specialist Leader in Education (SEND) and an initial qualification in Solution Focused Therapy.

Ms Thierry is supported in her role by an Assistant SENDCo, Mrs Whitmore -Gill, who is a Teacher in our England Department and is undertaking the SENDCo qualification.

Our team of Teaching Assistants have also taken part in SEND training, both via school CPD and that offered by the various specialist support services.

How we identify pupils with special educational needs:

Our SENDCo works closely with primary colleagues and specialist services to gather information prior to secondary school transition. This includes meeting with all parents/carers of pupils with complex needs and those with an EHCP to ensure:

- Transition is as positive and anxiety free as possible for pupils/parents and carers
- Detailed information regarding need is provided for teaching staff
- Necessary support and/or modifications are in place prior to a pupil joining us

Furthermore, pupil progress is closely monitored each Learning Programme. Pupils not making progress, despite quality first teaching, wider interventions and appropriate modifications according to need will be considered for further support after discussion with class teachers, Heads of Department and the SENDCo.

How the College will support your child?

The College support pupils based on their individual needs, observed or diagnosed high quality classroom teaching (Quality First Teaching) following a broad and balanced, knowledge rich curriculum is a universal offer for all pupils. Pupils' access to the curriculum will be ensured by informed scaffolding in lessons. Our Special Educational Needs Care and Action Register, SENDCAR is also shared with staff who utilise the information linked to this to support pupils with additional needs which may include modifications and reasonable adjustments.

Further support to enhance staff's understanding and to develop expertise is offered by our Guidance and Support strategies which are shared with staff. Our SENDCo also offers whole staff training regarding a range of needs on a regular basis.

For some pupils with complex needs, including those with an EHCP, a pupil centered plan, a "pupil passport" will be written which provides more individualised strategies.

EPC's Curriculum, Pastoral Team and SEND Teams works in partnership to ensure information is shared and strategies are supported on a whole school level.

EPC will also work closely with any outside agencies involved with our families and may request support from them also.

How the curriculum is matched to your child's needs

In line with the SEN Code of Practice and the National Curriculum we aim to provide an inclusive, creative, child-led curriculum that will equip children to be successful in life. We promote a culture of aspiring to be the best you can be: the person God created you to be.

All pupils follow the same broad and balanced, knowledge rich curriculum as per our Learning Programme Cycle. Teachers share high expectations and aspirations for every pupil. Teachers will utilise scaffolding, alongside strategies from our Guidance and Support Folder, something we refer to as "reasonable modifications": these include a range of techniques, tasks and styles to ensure learning is engaging, accessible and offers appropriate challenge: staff utilise assessment for learning strategies alongside their teaching. We will follow the graduated approach and the four-part cycle of assess, plan, do, review for any pupils with an identified special educational need.

How you will know how your child is doing and how the College will support your child's learning

The College monitors student progress closely and we hold Additional Intervention Meetings termly in school to ensure that all pupil progress is tracked, concerns are highlighted and support can be implemented, either within curriculum areas or with the wider pastoral/SEND team.

Your child's form tutor should be your first port of call if you have any concerns as they see your child every day and are the adult in school they get to know especially well.

How we will measure how well your child is progressing

Aspirational targets are set based on data from primary schools (Key Stage 2 SATS), Teacher assessments and CATs data, alongside continuous subject assessments.

We hold Review Days where parents and carers are invited in to meet their child's teaching staff, receiving verbal and written feedback regarding their progress. Furthermore, we offer parent "drop ins" where any questions can be answered and concerns shared.

What support is offered to parents/carers?

We aim to have open and honest communication with parents and will accommodate parental meetings as best we can. We work closely with home to ensure solution focused ways forward offering a consistency of approach for pupils.

The College also supports parents/carers with attendance at multi agency meetings and also by liaising with outside agencies regarding additional support.

What support is there available for your child's overall well-being?

Pupil well-being is a whole staff responsibility and all adults in the college are approachable and endeavour to support well-being on a daily basis. Pastoral support is available to pupils throughout the College day, with your child's form teacher at the centre of this. PSHE lessons fortnightly as well as academic review daily are at the heart of the continuous and daily support we offer in regard to pupil well-being.

Pupil well-being surveys also inform our support and pupil voice is extremely important to us: Our College Council ensure that pupils are represented and listened to.

Our Aspire Centre may also be utilised as part of our graduated response to needs.

Our wide range of after school, extra-curricular activities also enhance our offer as part of our Be More curriculum and are open to all pupils as part of our commitment to accessibility for all.

What specialist services and expertise are available at EPC or accessed by us?

We may consider, after consultation with parents and carers, and as part of our graduated response to needs, involving outside agencies to support our response. These include the following:

- Cheshire West and Chester SEND team
- Speech and Language Team
- Cheshire West and Chester Autism Service
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologist Service
- Paediatric Team
- Occupational Therapy Services
- Young People's Service

How are all children included in our College?

We offer all children the same broad and balanced, knowledge rich curriculum with planned assessment and review built in to our teaching. All of our extra-curricular activities and school visits are available to all our learners, including our extensive after-school clubs. No learner will be excluded from taking part in activities because of their additional needs.

Our accessibility policy can be found on our website

How will our setting prepare and support your child/young person to join the next stage of education and life?

We recognise that transitions can be difficult for a child with additional needs, and we take steps to ensure that any transition is as smooth as possible.

- Primary-Secondary Transition

This is robustly co-ordinated by two members of the Senior Leadership Team, Mrs Waites and Ms Thierry, both Assistant Principals: Ms Thierry also is our SENDCO and Designated Teacher for Looked after Children. We work very closely with our primary partners offering enhanced transition according to need.

- In Year transfers from other schools

Our pastoral team in conjunction with, Senior Leadership Team and the SENDCO will ensure that all relevant information regarding your child is shared. Parents/carers and child will also meet with the Principal, Mrs Green prior to a place being agreed.

- If your child is moving to another school or post 16 provider

We will liaise with the new setting and ensure that any additional needs are understood, sharing strategies and information as necessary. Formal records will also be forwarded.

How are our setting's resource allocated and matched to children's special educational needs?

The SEND department is made up of a SENDCo and Teaching Assistants. Resources are allocated according to need and resources available. Most children will thrive within the mainstream classroom following our broad and balanced curriculum offer, scaffolded to ensure barriers to learning are removed. Support “additional to and/or different from” this universal offer might be utilised as part of our graduated response to needs if a pupil was failing to thrive.

For children who receive additional funding, provision will be utilised to meet the outcomes agreed on their Pupil Funding Agreements or Education and Health Care Plans. This will be decided in consultation with parents/carers, any outside agencies working alongside the pupil and further informed by pupil voice.

What training are the staff supporting children and young people with SEND had or are having?

All teachers are teachers of children with special educational needs.

All teachers are trained to deliver high quality classroom teaching (Quality First Teaching)

All teachers at EPC are, in addition, offered in-school training in regard to special educational needs and disabilities. Our Guidance and Support strategies also offer ideas and strategies to support pupils who may need reasonable modifications. Furthermore, Staff have received training from a wide range of professionals we invite in to extend their knowledge and expertise.

Links with the Local Authority

Cheshire West and Chester maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Details of the Cheshire West and Chester local offer can be found at:

<http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/localoffer.page>

This website offers lots of information and support.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Principal, Mrs Green, in the first instance. They will then be referred to the school's complaints policy.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of learners with SEND

The Information, Advice and Support Service (IASS) is a service that helps parents and carers who have a child with difficulties with learning and or a disability and children and young people who have a learning difficulty and or a disability from birth to 25 years. The service is confidential and offers impartial advice and information to help clients make informed decisions.

These are their contact details:

Telephone: 0300 123 7001

Email: iasservice@cheshirewestandchester.gov.uk

Contact details for raising concerns

To contact the SENDCo, Ms Lisa Thierry, to discuss any concerns please contact school via telephone 0151 350 6000 or e mail info@epcollege.org

Monitoring arrangements

The SEND policy and information report will be agreed and then reviewed by the Governing Board every year. It will also be updated if any changes to the information are made during the year.

Our designated SEND Governor is Mr George Derby.