

# Horizon Community College SEND Information Report



## **SEND Information Report**

The Children and Families Act 2014 outlines an expectation that schools must publish information about how the school's policy is implemented. Our aim is to ensure that this report is clear and accessible in order to support all parents and carers, regardless of their experience with special educational needs and disabilities, to find the information they require.

Samantha Proud  
Assistant Principal: SENDCo

## Contents

Our vision.....	p3
Meet the Team.....	p4
-The Role of the SENDCo	
- The SEND Department	
- SEND Leadership	
Identifying student needs.....	p8
Meeting student needs.....	p11
What types of needs are catered for?	
Whole school provision	
Classroom Support	
Student Thumbnails	
Additional Interventions	
Exam Access Arrangements	
Reviewing Provision.....	p17
Parent / Carer Support.....	p19
Complaints.....	p21
Frequently Asked Questions.....	p22
Useful links .....	p26

## SEND Vision

To support the College in ensuring that all students have the skills and knowledge to be school ready, work ready and life ready. SEND processes are integrated across the college to ensure that additional needs are met but also identified in a timely manner and targeted with appropriate interventions with shared goals between teaching staff, students and parents. We aim for students to leave us as happy and successful individuals who understand their needs and have the ability to self-advocate when required.

In order to achieve this, we are committed as a college to investing in the SEND provision.

# Meet the Team



### ***The Role of the SENDCo***

The Special Educational Needs and Disabilities Coordinator is responsible for ensuring that the needs of students with special educational needs and/or disabilities (SEND) are met within school. This is achieved in a variety of ways:

- **By sharing relevant information about your child's needs:** In college, we share this information using a student Thumbnail. This is a concise document which explains your child's needs, targets and strategies that can be used to support success.
- **Through the evaluation and coordination of intervention and provision:** This ensures that your child is able to access the most appropriate interventions in a timely manner.
- **Through staff development:** In addition to a regular slot on the weekly staff briefing, I schedule a range of training throughout the year. This ensure that staff awareness of students needs remains up to date so that they can effectively meet your child's needs in the classroom.
- **Through work with external agencies:** We have developed strong working relationships with a wide range of agencies who are able to support us to work with families and understand the needs of your child. This includes the Social Communication and Interaction team, Occupational therapists, Speech and Language therapists, Educational Psychologists, family support workers and wide range of others.
- **As a member of the College Leadership Team:** This ensures that Inclusive practice remains at the heart of all that we do and that all policies and practices have been considered with our students with SEND in mind.
- **Finally, through work with parents, carers and young people themselves:** we believe, as outlined in the Code of Practice, that effective SEND support results from parents, schools and young people working in partnership therefore, we seek to create opportunities for this to happen. This includes employing a dedicated SEND Team Leader attached to each Year group.

In order to achieve all of the above, the SEND department work with the college leaders, pastoral teams and teachers to ensure that the college's inclusive principles are woven into all aspects of the college.

If you require further guidance about any of the information included within this report or our practices within the college, please do not hesitate to make contact with us using the appropriate contact details at the end of this report.



### **The SEND Department**

There are currently 22 members of staff who work within the SEND and Inclusion department. 20 of these staff work directly with pupils, either supporting them in class or delivering intervention in small groups or individual sessions.

As part of the departmental structure, we have a member of staff linked to each year group in the college – the SEND Team Leader. These staff work closely with parents, the SEND leadership and the pastoral team to support your child's needs to be met. If you have concerns that are directly linked to your child's needs, you are welcome to get in touch with the SEND Team Leader using the [info@horizoncc.co.uk](mailto:info@horizoncc.co.uk) email address.

The college has recently restructured the SEND department adding another Additional Needs Coordinator. This is in response to the high number of students presenting with anxiety and ASD traits following the Lockdown. We now have 2 Additional Needs Coordinators who oversee the day to day running of the department and each have individual specialisms. Mrs Sunter is ELSA qualified and supports students to overcome significant barriers to attendance. Mrs Salleh is our Autism champion and both run our Bridge which supports students in accessing interventions and emotional regulation support.

Within the department, we have 1 member of staff trained in ELSA, 1 member of staff trained in ELKLAN and an Autism Champion. We actively promote the development the staff working within the SEND department and drive this through a weekly meeting and opportunities to access further training and development.

The college also invests in an Inclusion team. This team is used to support the needs of students with challenging behaviours that significantly impact on their ability to access the classroom. This team work closely with both the SEND team and the pastoral team.

## SEND Leadership



Mrs Proud has been SENCo and a member of the College Leadership Team at the school since 2019. She has taught English for over 14 years, has completed the AMBDA Accredited Specialist Teacher of Dyslexia Qualification and completed her National Diploma for SEND in 2019.



Miss Crawford has been Assistant SENCo since 2018 but has worked within the SEND Department since 2012. She currently teaches Maths and has completed her Certificate of Competence in Educational Testing (CCET) in 2021.



Mrs Salleh has been an SEND Team Leader since the college opened. She currently holds the post of Additional Needs Coordinator. A significant part of her role is working with ASD students with regards diagnosis, family support and student intervention. She is currently working towards completion of Autism Awareness for Managers and Practitioners.



Mrs Sunter has been Additional Needs Coordinator at the school since 2019 and a member of the SEND College Team since we opened in 2012. She works alongside Attendance supporting students throughout the school to support our Emotion Based School Avoidance cohort. Mrs Sunter also supports Y6 to ensure a smooth transition is made into Y7

## **SEND Team Leaders**

Y7: Mrs Sunter	Y8: Miss White	Y9: Miss Janusz	Y10: Mrs Salleh	Y11: Mrs Darren
				

## **Key Individuals**

Mrs Saeed: Associate Principal (SEND Line manager)  
Mrs Creeton and Mr Lynch : (SEND Governors)

When contacting any of the staff above, please use the [info@horizoncc.co.uk](mailto:info@horizoncc.co.uk) email address stating who the email should be directed to. This ensures that email correspondence is not overlooked in the event of staff absence.



# Identifying Student Needs



## **How does college know if students need extra help?**

We identify students with special educational needs in a number of ways.

### **1) Via Transition**

Students who have been placed on the SEN register will remain on the SEN register as they transition to our college. As part of the transition process, we will: request your child's SEN plan (including the interventions and support they have accessed, request a copy of any formal documentation outlining needs and contact you to introduce ourselves and find out more about your child.

This will allow us to begin an Individual Support Plan (ISP) for your child.

### **2) Baseline Assessments**

When students begin at the college, they will participate in a series of baselining activities. They will complete the Cognitive Ability Tests (CATs), a reading test (NGRT) and further assessments in English and Maths. This information will be used to support us to understand your child's needs and may be referred to if your child begins to experience difficulties. Where students are identified with potential barriers to learning, they may be placed on the monitoring register to allow teachers to support their needs and track their progress within the classroom.

### **3) Teacher / Head of Year Referrals**

Each of the lessons delivered within college form part of a continuous cycle of planning, teaching and assessment. As outlined in our Curriculum policy, teaching staff adapt their teaching to meet the needs of their students and the majority of students will learn and make progress within these arrangements. Where students do not make expected progress over a significant period of time despite high quality first teaching, further action will be taken - this may be within the classroom or in the form of an intervention.

Supportive action may also be taken following parental concerns or through discussions with external agencies or professionals.

If it is established that ongoing intervention is required to support the needs of a student, a referral will be made to escalate the support in place. This allows us to take a graduated approach to support in line with the Code of Practice (2015), ensuring that students are able to access an appropriate level of support in a timely manner.

There is an emphasis placed on the experience and expertise of the subject teacher and SEND (Special Educational Needs and Disabilities) team in identifying students with SEND through their observations.

**What happens next?**

Following a referral being made, the SENDCO will evaluate whether it is appropriate to change the SEN status of your child. In line with the Code of Practice (2015) A student will be given SEN status if they require support that is additional and different to that of their peers in order to make progress.

Students who are receiving support are named on our SEN register. A student may have 1 of three statuses:

### Monitoring

Students on the Monitoring register **do not have SEND status** but are placed on the monitoring register to support staff to understand their needs. A student may be placed on the monitoring register for a number of reasons:

- if your child is accessing a short term intervention and we wish to share key information with staff to support differentiation in the classroom;
- If your child has a diagnosis and does not require intervention but does require staff to have an awareness of needs to support differentiation in the classroom;
- If your child has recently been removed from the SEND register but we would like to ensure that they sustain the progress that they have made

### SEN K

Students with SEN status are shared via the SEN register and on all teacher mark sheets. Teachers are expected to check the student Thumbnail to ensure that they understand the student's need and provide the appropriate level of support in the classroom.

These students will also be accessing intervention that is additional and different to that of their peers.

The provision for students on the SEND register is overseen by the SEND Team Leader who are integral in supporting the Assess, Plan, Do, Review process. Student progress is tracked at regularly intervals and support amended where required.

If you have any concerns about SEND related issues for your child, you may contact the SEND Team Leader who will be able to discuss these further with you.

If your child has been added to the SEND register, the SEND Team Leader will make contact to introduce themselves, gain further information from you and explain their role further. The SEND Team Leaders can be located in the SEND section of the college website.

### EHCP

Students who have complex needs and require support beyond the notional funding that a school is able to offer are awarded an EHCP. If you feel that your child may require the support of an EHCP, please contact the SEND department who will discuss this further

# Meeting Student Needs



**What kinds of special educational needs does Horizon Community College make provision for?**

Horizon Community College is a mainstream school setting. We are fully committed to the provision of equal opportunity for all students, regardless of their ability or individual needs to enable them to access a broad and balanced curriculum and achieve their full potential.

We support students with a range of needs. The SEND Code of Practice identifies 4 main areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory. These four overarching needs encompass a wide range of needs including sensory needs, Autism, ADHD, Specific Learning Difficulties such as Dyslexia and Dyscalculia and students with emotional needs such as attachment. We also support students who have more difficulty with learning than the majority of children of the same age.

If children need additional support to meet our high expectations of being safe, respectful or responsible, we will ensure that have access to support them through appropriate reasonable adjustments, strategies and interventions to meet their individual needs.

We believe that all our students should be valued equally, treated with respect and be given equal opportunities in all forms of school life.

Consideration will be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether an SEND referral is necessary. However, not all behaviour is an indicator of special educational needs and/or disabilities.

## Our Provision

We invest heavily in the resources and facilities to support all students, including those with SEND. These staff play a significant role in meeting your child's needs:

### **Form Tutors**

When your child joins us, they will be placed within a tutor group. Where possible, we aim for tutors to remain with their tutor groups allowing for consistent pastoral support.

If you have any concerns, please contact your child's tutor in the first instance they will seek to resolve your issue or escalate your concerns to the relevant department if required.

### **Wellbeing Support**

Our college has one member of staff dedicated to Wellbeing support linked to each year group. Wellbeing staff will work alongside the pastoral team to support your child in resolving issues they may experience – at times, it may be appropriate for Wellbeing to work with the SEND team. Wellbeing support can also extend to providing wider family support through an Early Help Assessment.

### **Careers and Enterprise**

Students within Horizon are able to access specialist careers advice which is carefully planned from Year 7 to Year 11. The careers team will introduce themselves within form time in Year 7 and continually revisit students each year to support them as they embark upon work placements and college applications.

### **Enrichment Activities**

A wide range of enrichment activities are available both at lunch and after school. The programme of activities can be accessed on the college website. If you would like to discuss what is suitable for your child's needs, please make contact with the SEND Team Leader.

### **Student Voice**

Student voice is an integral part of the college. We have a student council with each representative also being linked to the leadership of the college. A key part of Mrs Salleh's role is ensuring that all of our students are able to access opportunities for student voice.

### **Attendance**

Attendance at school is crucial for them to access their education and support in place. Wellbeing calls are made when students are off school – if your child's absence is linked to a specific issue, please ensure that this is raised so that we can source the appropriate level of support.

Mrs Sunter works very closely with this team to support us to be proactive in identifying barriers to attendance.



## **Support in the Classroom**

In line with the SEND Code of Practice (2015), we believe that 'every teacher is a teacher of SEND'. The following is in place to support this:

- **The Student Thumbnail**

This is a summary of your child's needs and the strategies that will help to support your child. This is based upon your child's needs and behaviours, teacher and parental feedback and student voice. Thumbnails are reviewed at relevant intervals, depending on your child's needs.

It is a non negotiable expectation that student thumbnails are read. The information on this document is used to guide teacher practice. The student thumbnail is shared with teachers via the SEND register.

We are aware that sometimes your child may communicate more freely at home, therefore a blank thumbnail is included at the back of this report. If you would like to discuss this with your child in order for us to update their thumbnail, please do so and get in touch.

- **Individual Support Plan**

This is a more detailed overview of your child's needs, provision and intervention. This document is only reviewed by pastoral teams and the SEND team. However, it is also used when we seek to make referrals for additional support in college and with external agencies.

- **EHCP documentation**

If your child has an EHCP, this is made available to all staff who support this child. Staff sign to acknowledge that they have read and understood this document.

- **Regular Staff Training**

Our SENDCo updates the staff about relevant SEND guidance and practice during the weekly briefing. In addition to this, SEND is allocated time within the staff continual professional development calendar each term and our SENDCo works with departments to support their practice as relevant.

- **Quality Assurance Practices**

Our SEND leadership completes learning walks throughout the year to evaluate how effectively needs are being met within the college. Feedback from this is used to inform future training that is implemented.

In addition to this, we also use staff voice opportunities to raise any areas where staff feel that they require more input.

NAME		THUMBNAIL TUTOR GROUP		
Key worker:	Exam/Access Arrangements:	Reading Age:	SEND Status: Monitoring	PP?
PHOTO	<b>Area of Need</b>			
	<b>Support in Place</b>			
	<b>Passes</b>			
	<b>Morning Routine</b>			
	<b>Unstructured time arrangements</b>			
<b>Alternate provisions</b>				
<b>Tips for dealing with the student</b>				
<b>Strategies for Teachers</b>				
<b>What I struggle with .....</b>		<b>What I want other people to know about me..</b>		
		•		

## **Additional Interventions**

In addition to adaptations in the classroom, we have a number of interventions that are made available by the SEND team. These interventions are allocated by the SEND team in order to support students to reach their outcomes. Interventions are delivered in time limited blocks. Impact will be reviewed at the end of each block.

<b>Cognition and Learning</b>	<b>Communication and Interaction</b>
Memory building Pre / post teaching Study support Lexia Precision teaching Homework support	ELKLAN Talk About for Teenagers Pre / post teaching
<b>Social, Emotional and Mental Health</b>	<b>Physical and Sensory</b>
Key working Social Group Talk About for Teenagers Emotional regulation support (including The Incredible 5 point Scale and Zones of Regulation) Breakfast and lunch clubs (these have limited availability and are invite only)	Touch typing Assistive Technology Support

Further interventions may be accessed following the guidance of professionals or external agencies (see below).

If we feel that your child requires specialist support that we are unable to offer within college, we may seek your permission to make a referral to the appropriate agency. These include:

- Mental Health Support
  - Chilipep
  - Mind
  - Compass
  - CAMHS
- Speech and Language
- Social, Communication and Interaction
- Occupational Therapy
- Physiotherapy
- Educational Psychologist
- BSARCS
- Targetted Youth Support
- Youth Offending Team

## Exam Access Arrangements

The following extract is taken from the JCQ guidance on access arrangements:

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make 'reasonable adjustments'.

### Reasonable adjustments

The Equality Act 2010\* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Examples of reasonable adjustments include but are not limited to:

- supervised rest breaks
- extra time
- the use of a word processor
- a computer reader / reader
- prompter
- the use of a practical assistant
- the use of a bilingual dictionary
- modified papers

Within the college, we implement informal access arrangements for students within Years 7 to 9. If your child is supported by amended access arrangements, we will inform you of this. Our core aim is to work with your child to support their progress which may reduce their need for exam access arrangements. Please be aware that we cannot guarantee their arrangements until the beginning of the GCSE course in Year 10.

Formal applications for access arrangements are usually initiated with Term 1 of Year 10. You will be made aware if we are testing your child and whether they successfully meet the threshold for exam access arrangements to be applied.

If a reasonable adjustment is made for your child, this will also be shared with their post 16 provider so that they can explore whether their arrangement should continue into Key Stage 5.

Referrals for exam access arrangements are managed internally but if you have concerns then please do share these with your child's class teacher or form teacher.

## **Reviewing Provision**

Student progress is evaluated regularly.

In college, we:

- assessment academic progress against student targets (this is shared via data collections which are sent home 3 times per year)
- analyse behaviour data (achievement points, behaviour points, sanctions)
- analyse attendance data
- request additional feedback from staff when relevant

We then use this data to evaluate whether your child requires a change to the support in place. We will discuss what has been changed, explain the reason why and discuss our targets.

If you would like to discuss the support in place for your child, then please contact the SEND Team Leader for your child's year group. We are happy to have discussions over the telephone or, if required, to schedule a follow up meeting in person or via Zoom.

If your child is on the SEND register, you will also be invited to book an appointment with a SEND representative during the Parent /Carer consultation evening also.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.

## Accessing Parental Support

If you would like further support to understand the needs of your child, please make contact and we can share our experience of useful books, websites and training devices.

In addition to this, the BMBC local offer includes a number of courses which are useful for parents and carers. These are outlined below. If you are interested – please make contact using the email addresses given.



Focused Training Events – Parent/carer Specific				
Date and Time	Location	Training	Led by	Target Audience
Settings/Parents to contact: <a href="mailto:gemmawhitfield@barnsley.gov.uk">gemmawhitfield@barnsley.gov.uk</a> for further information		<b>Makaton Taster</b> <i>The Taster Session gives you a general introduction into what Makaton is, and who uses it, with the opportunity to learn a few signs and symbols too</i>	SCI Team Gemma Whitfield	EYFS settings, schools, health professionals and parent/carers Makaton signs/symbols are aimed at pupils in the early years
please contact: <a href="mailto:melaniebooth@barnsley.gov.uk">melaniebooth@barnsley.gov.uk</a> for further information		<b>First Steps</b> <i>A workshop for parents and carers whose child has received an autism diagnosis</i> <i>A webinar recording will be available</i>	SCI Team Mel Booth	Parents/carers of children with a diagnosis of autism
04/10/22 9.30- 12 noon	Barnsley Library @ The Lightbox			
24/01/23 9.30- 12 noon	MS Teams			
16/05/23 9.30- 12 noon	Barnsley Library @ The Lightbox			



please contact: <a href="mailto:melaniebooth@barnsley.gov.uk">melaniebooth@barnsley.gov.uk</a> for further information		<b>Thinking Differently</b> <i>A workshop specifically designed to support the families of pupils who have social communication and interaction needs</i>  <i>A webinar recording will be available</i>		SCI Team  Mel Booth	Parents/carers of pupils with identified SCI needs who do not have a diagnosis of autism
22/11/22 9.30-12	Barnsley Library @ The Lightbox				
28/02/23 9.30-12	MS Teams				
27/06/23 9.30-12	Barnsley Library @ The Lightbox				
please contact: <a href="mailto:melaniebooth@barnsley.gov.uk">melaniebooth@barnsley.gov.uk</a> for further information		<b>Footsteps</b> <i>This is a follow-on workshop, building on the knowledge and understanding, developed in First Steps</i>  <i>A webinar recording will be available</i>		SCI Team  Mel Booth	Parents/carers of children with a diagnosis of autism
Parents/Carers book by emailing: <a href="mailto:louisestringer@barnsley.gov.uk">louisestringer@barnsley.gov.uk</a> 28/03/23 10:30-12	MS Teams	<b>Supporting Key Transitions for Children with SCI Needs/Autism (parents)</b>  <b>Yr 5, 6 and 11 parents</b>  <i>The aim of this session is to look at ways of effectively supporting key transitions for pupils identified with SCI Needs/Autism</i>		SCI Team  Louise Stringer	Parents/carers of children with identified SCI Needs/Autism
30/03/23 1-2:30					

Parents/Carers to self-refer by emailing: <a href="mailto:andreaeaton@barnsley.gov.uk">andreaeaton@barnsley.gov.uk</a>	MS Teams	<b>Cygnets Parent Programme</b> <i>This course lasts for six weeks and can be currently accessed free of charge. Cygnets is a parenting support programme for parents and carers of children and young people, aged 5-18, who have a diagnosis of autism</i>		SCI Team  Andrea Eaton  Louise Stringer  Lora Moore	Parents/carers of children with a diagnosis of autism
Parents/Carers to self-refer by emailing: <a href="mailto:andreaeaton@barnsley.gov.uk">andreaeaton@barnsley.gov.uk</a>	Face to face	<b>Cygnets Parent Programme</b> <i>This course lasts for six weeks and can be currently accessed free of charge. Cygnets is a parenting support programme for parents and carers of children and young people, aged 5-18, who have a diagnosis of autism</i>		SCI Team  Andrea Eaton  Louise Stringer  Lora Moore	Parents/carers of children with a diagnosis of autism

## **Making a Complaint**

Student progress is evaluated regularly.

If you are unhappy with the support your child is receiving or wish to make a complaint please contact your child's pastoral team. This can be done via email or telephone. We will make contact to try and resolve any issues.

If we are unable to resolve the issue, a complaint can be made following the College complaints procedure.

## **Frequently Asked Questions**

### **What should I do if I think my child has SEND?**

If you feel that your child requires a diagnosis please contact your GP who will lead upon this. As a college, we will support you to gather the information required.

If you have any concerns about your child's academic learning or social and emotional development, please contact your child's form tutor to discuss these. They will be able to initiate any further actions required in college.

If concerns persist, we have a system to escalate concerns and seek further support. Depending on the nature of the concern, the issue may be dealt with by:

- Subject Leader
- Head of Year
- Head of School
- Wellbeing
- SEND / Inclusion

At each stage, interventions are recorded allowing us to build a detailed picture of your child's needs over time and source the right level of support. The outcome of these interventions will determine our next steps.

<b>If...</b>	<b>Then...</b>
Reasonable adjustments are made or intervention is completed and it has the desired impact	A record will be made and no further action will be taken Or Your child will be added to the monitoring register so that staff are able to continue to implement the adjustment or strategy
Reasonable adjustments are trialled but they fail to have impact	We will evaluate whether any other adjustments are suitable
Interventions have been completed but they have failed to have impact	We would explore whether it is appropriate to escalate to the next level of support. This varies on a case by case basis, it may include involving extending the time, changing the intervention, and / or including another team (including SEND if relevant).

The SEND team work closely with all areas of school to provide guidance where required. This includes our SENCO holding a position on the college leadership team, ensuring that SEND is taken into account when shaping all policies and procedures.

### How will the curriculum be matched to meet my child's needs?

SEND support in our college is matched carefully to the needs of each child. High quality first teaching in the classroom means that activities and tasks can be adjusted by the subject teacher to ensure they are matched to the child's needs. We also use a wide range of interventions and programmes devised to support students' learning. These are taught in a range of settings; in small groups or one-to-one, in the classroom or sometimes in learning areas outside the classroom and are delivered by a number of staff.

### How will I know how my child is doing?

The progress of students with SEND is reported through the college's usual reporting systems, as well as through SEND Reviews and meetings, phone calls, emails, letters and Parents' Evenings. In addition, open communication is encouraged, and parents are always welcome to make an appointment via phone call or email, as and when the need arises.

### How will you help me to support my child's learning?

Parents are invited to attend Review Meetings and Parents' Evenings where they can gain information as to how they can best support their child's learning. The SENDCO is able to signpost parents to other sources of information and support e.g. the Local Offer, voluntary agencies. Parents are welcome to contact subject teachers for advice on supporting learning in specific areas of the curriculum.

### What do I do if I think my child needs exam access arrangements?

Please share any concerns you have with your child's class teacher or form tutor. We have internal referral systems in place to support the identification of students who require access arrangements.

### What support will there be to support my child's overall well-being?

At Horizon Community College we recognise that students learn best when they feel happy and secure. With this in mind, all staff work hard to raise students' self-esteem. We are particularly aware that students with SEND may be more vulnerable to low self-esteem and staff use a range of strategies to try and balance against this e.g. giving roles of responsibility, reward systems, verbal praise and encouragement, highlighting their strengths and talents including those outside of the college curriculum. Access to Wellbeing, Inclusion and Alternative Provision may also be discussed.

### How is the SEND Provision at Horizon Community College evaluated?

The SENDCO, in conjunction with teaching staff and the College Leadership Team, is responsible for monitoring the provision of SEND. We will regularly review the impact of the

work we do through data monitoring, observations, feedback from staff and students and self-evaluation processes.

The effectiveness of SEND provision is evaluated through a variety of means including:

- assessment and formal examination results
- attendance data
- rates of exclusions
- tracking and progress data
- regular SEND reviews with parents
- regular communication between teaching staff and the SEND team
- seeking advice and guidance from other professionals and agencies

#### What specialist services are accessed by the college?

College can access expertise and advice from other professionals such as Educational Psychologist, Speech and Language Therapists, Autism Service, links with Specialist Colleges and voluntary agencies. If a child is receiving care from an NHS service such as CAMHS the college will liaise with other professionals involved to provide the best support for the child.

#### What training have staff supporting students with SEND had or are receiving?

Teaching and support staff have training around the Code of Practice with a number of staff having had additional training around specific needs. Training around SEND is an ongoing part of the college's training programme. The SENDCO is a qualified teacher who specialises in the learning of students with SEND and holds the relevant SEND qualifications.

#### How will my child be included in activities outside the classroom?

College will endeavour to enable all students to access activities outside the classroom. This may mean providing additional adult support for a child whilst on a trip or activity. All students are encouraged to take part in extra-curricular activities.

#### How accessible is the college environment?

We are able to make a number of reasonable adjustments for students who may struggle to access the environment. If this is something you wish to discuss further, please contact your child's form teacher.

The college has a lift in place. The fire escape routes are suitable for all and Personal Emergency Evacuation Plans are in place to ensure all disabled students can be safely evacuated in an emergency. Please refer to the college Accessibility Policy for details

### How will the college support my child in starting Secondary school and moving on?

The Year Team and the SENDCO will communicate with primary school settings and parents prior to the child starting Horizon Community College to ensure any useful and relevant information is shared prior to starting college. If any SEND has already been identified, the primary school setting will often invite the SENDCO attend a review in the summer term prior to them starting college.

We have a Transition Programme for the students in Year 6 as they move to Horizon Community College. This varies each year but the typically includes extra visits for students with SEND in addition to the usual induction days. This enables them to become more familiar with the new college and meet staff who may be supporting them. These arrangements will be shared with your child's primary school to share with parents.

When students are in Year 11, they receive advice and support to help them make decisions regarding their move to Post 16 provision. Horizon Community College has good links with local colleges and works to ensure a smooth transition. Students can take part in additional transition visits and all information is passed on to the receiving provision to ensure they have a full picture of the student's strengths and difficulties.

### How are decisions made about how much support my child will receive?

Decisions about the level of support a child should receive are made on the basis of need. Information is gathered about the needs of students with SEND throughout the college and the SENDCO draws up a Provision Map which allows college to allocate the available resources and support appropriately. The SENDCO works closely with the Headteacher to make the most efficient use of the available funding for SEND in the college.

### Can my child access a reduced or part-time timetable?

No – we do not offer students reduced timetables. This is in line with DfE guidance

“All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.” (DfE, Attendance Guidance, 2022)

### My child is accessing a trip – what support will they receive?

The support we implement varies in line with individual needs. However, we can support in preparing your child for a trip and in some cases LSA support may be available. Please contact the SEND Team Leader if your child is included on a trip and you wish to discuss their needs.



## **Useful Links**

### SEND Code of Practice

This document provides guidance on the special needs and disability (SEND) system for children and young people aged 0-25.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### BMBC Local Offer

This is a site that shares what is available to suit you are your child. You can also follow these on Facebook and receive updates of the events occurring each week. If you require further support contact 0800 0345 340

[https://barnsley.cloud.servelec-synergy.com/Synergy/Local\\_Offer/](https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/)

### Family Service Directory

This is an online information hub for the whole family, providers and practitioners.

<https://barnsley.cloud.servelec-synergy.com/Synergy/>

### SENDIASS

*(SENDIASS provide impartial advice for the parents and carers of children with SEND)*

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/sendiass-advice-and-support/>

### Sensory Processing

Barnsley Specialist Children's Health Service have produced a workshop to support parents and carers to understand their child's sensory needs. This can be accessed below:

<https://therapy.barnsleychildrenshealth.co.uk/pages/sensory-workshop>

### Social Communication and Interaction Service

This is a team of Specialist Advisory Teachers and Specialist Advisory Support Workers for children and young people with autism/social communication and interaction needs. In college, we are able to make referrals to this service. The website below outlines what support can be accessed.

<https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/education-inclusion-services/social-communication-and-interaction/>

### SALT

You may hear people refer to a speech and language therapists as a SALT or SLT.

The team has general and specialist speech and language therapists. There are specialists for: children who stammer, children with complex special needs, children with eating and drinking difficulties, children with developmental language disorder and children who need alternative ways to communicate

<https://www.southwestyorkshire.nhs.uk/barnsley-childrens-speech-language-therapy-service/home/>

**If you require further information about a service that is not listed above, please make contact with Mrs Proud ([sproud@horizoncc.co.uk](mailto:sproud@horizoncc.co.uk))**