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**What do we do here at Brixham College to meet your needs?**

College believes in the importance of 'high quality teaching  
All teachers are fully qualified and believe in inclusive education.  
The teachers have the highest possible expectations for all students including those with SEND.  
In addition facilities and support includes:-

- Teaching Assistants and Support Staff that provide targeted support for all four broad areas of need including;
  - Social emotional and mental health
  - Cognition and learning,
  - Speech, language and communication
  - Physical/ sensory difficulties
  - Behaviour
  
- Qualified Counsellors and wellbeing support in our Student Support Area
- Literacy Support & Intervention – in addition to Quality First teaching including Lexia programme
- Numeracy Support & Intervention – in addition to Quality First teaching including 'The Maths Whizz' programme
- Whole college
- Support for students with ASC – in addition to Quality first teaching and ASC friendly classrooms.
- Assessment for Exam Concessions (EAA)
- Comprehensive pastoral structure with a Head of Year and tutor
- Support from a Speech & Language Tutor
- Use of diagnostic assessment for EAA, Speech and Language and dyslexia screening
- Support from the Educational Psychology Service
- Values, Character, Personal Development and Careers Education
- SENDIASS support
- Access to Hearing Support Advisory Teachers in college
- Access to Vision Impaired Advisory Teachers in college
- Access to external tutors
- Access to external counselling service
- Support from SEN Support Team – Local Authority
- Access and referrals to CAMHS and checkpoint
- Access to and support from Evolve Psychotherapy, Brunel and Burton Academy
- Access to and support from additional alternative therapeutic provisions such as Sirona
- Checkpoint
- Family Support Services

### **What sort of needs would you have for us to be able to help you?**

At Brixham College all students have access to a broad and balanced curriculum. We recognise that some students may need 'something different from or in addition to' support to enable them to make the expected progress to achieve in line with their peers. This could also be in the form of small group intervention work, additional support from Teaching Assistants in class, 1:1 tuition or use of additional equipment to help them achieve their potential.

Some students might need additional diagnostic assessments to identify areas of strength and difficulty. These students will be placed on the confidential college SEND Register. More targeted

support may be required if the students have been granted an Education Health and Care Plan (EHCP).

### **How do we work out what your needs are and how can we help?**

Identification of SEND is achieved from a variety of means. For example:

- Information from parents and parental concerns
- Reports from outside agencies
- Identification by the subject teacher of the student failing to make expected levels of progress
- Continual assessment to follow student's progress and liaison with SENDCO and Head of Year
- Current difficulties
- Learning assessments early in Year 7
- Information from Primary School

### **How do we find out about what you and your parents think you need help with?**

At Brixham College we actively seek involvement of parents in the education of students with SEND, in order to help them achieve their full potential:

- Parents are consulted before involvement of Local Authority Support
- Parents' Evenings
- Inviting students and families to look around the college setting
- Extra transition visits for Year 6 students
- Induction Day for Years 6-7 and Induction Evening
- Primary liaison visits
- Annual Reports

- Parents are invited to attend SEN Review meetings to discuss progress and appropriate SEND provision
- SEND Forums
- ASC newsletters

### **How will we teach you?**

At Brixham College one of the aims is for the students to become independent learners and to access a broad and balanced curriculum. We follow a mastery curriculum and the students are provided with appropriately differentiated work and some receive targeted support from the Learning Support team. All students are provided with a chromebook on entry to Brixham College. Some students benefit from further intervention either on a 1:1 basis or small group work. Where a student's needs are complex and require a higher level of support, specialist equipment and expertise are sought. Parents will be contacted if the college believes a student needs extra support. The students with high needs may be extracted from the mainstream class for 1:1 or small group intervention. In KS3 a small nurture group supports primary transition including literacy and numeracy catch up.

### **What sort of things will you learn here?**

The curriculum is differentiated to meet the needs of individual students:

- Teaching styles are flexible and are adapted according to the needs of the students
- Schemes of work will reflect the college's approaches to Teaching and Learning and take SEN into account with resources in place, differentiation etc.
- TA support is available within the classroom or for small group / 1:1 work
- Any additional resources, if appropriate
- Adapting timetable to suit needs
- Support from outside agencies

### **How will we make sure that you get all of the help that you need from different people?**

- We apply for targeted funding
- We provide regular SEND professional development for all our staff
- We work with outside agencies and link professional – e.g. speech & language, sensory support, occupational therapy and CAMHS
- We work closely with Local Authority
- We also monitoring effectiveness of our interventions and funding

### How is our provision funded?

The college receives funding to respond to the needs of pupils with SEND. The Vice Principal /Business Manager and the SENDCOs decide on the budget for Special Educational Needs and Disabilities in consultation with the trustees, on the basis of needs in the college. The Vice Principal with responsibility for SEND monitors and reviews:

- The children getting extra support already;
- The children needing extra support;
- The children who have been identified as not making as much progress as would be expected.
- All resources/training and support are reviewed regularly and changes made as needed

The college could spend this money on

- Teaching Assistants at the appropriate levels;
  - The SENDCO and their assistants;
  - Early identification and intervention work with students;
  - Training for all teachers and teaching assistants so they can meet students' needs more effectively;
  - Special books and equipment;
  - Additional advisory services;
- The details of how individual students receive support and how they are recorded on Provision Mapper and Individual Education Plans .

### What else will we do to help you learn and how will this happen?

As well as interventions in Numeracy and Literacy, other forms of support are available depending on need. The TAs work within the classroom situation and will also work on a 1:1 / small group basis. This situation is flexible as the TA could work with another group whilst the teacher is working with those of a greater need. Additional support also includes:-

- Mind mapping
- Virtual aids
- Memory interventions
- Social communication work
- Drawing and talking therapy
- ELSA
- IEPs

The support is accessed via the SENDCO / Head of Year and Faculty Leaders. Students with an EHCP have a higher level of need and therefore take priority for suitable support.

### **How can we help you learn about your feelings and relationships?**

In the summer term transition arrangements are put in place so that the Year 6's and their parents/ carers are familiar with the new college and routines etc.. Whilst at Brixham College the pupils in need have access to :-

- Attachment and trauma aware staff
- ASC aware staff
- In house support teams including behaviour support
- Counsellors
- Student support Services
- Extra-Curricular Clubs
- Family Support Workers – Early Help

The aim is that the students feel valued and nurtured and have their needs met. Support and Pastoral staff meet regularly to maintain levels of awareness and training.

### **How can we help you to get ready to change to a different place or to leave here?**

Brixham College has a structured transition programme. We visit all of the feeder primary schools and meet all of the students. There are 2 induction days (usually the first Thursday and Friday of July) and we offer other days if a student requires it. Each student is an individual; therefore, the additional support will be structured accordingly. For example, visits after college, away from break time, with a TA etc.

The college also offers: -

- Transitional Annual Reviews
- Taster sessions
- Options Evenings (Year 9)
- Induction Evenings for GCSE and Post 16
- Careers Advice
- Support moving on from Year 11
- Records of students with SEN transferred to future establishments
- Transition into Key Stage 5

### **What other help can we give you or help you to get?**

Accessed through SENCO / Head of Year / Faculty Leader/ TAC Team. Support is available for physical needs e.g. Assessment by Occupational Therapist or other specialist needs. During unstructured times of the day the Support Teams are available. The college will also liaise with outside agencies and encourage visits off site – e.g. through young carers, Torbay Autistic Society.

### **What other activities can you do here?**

Brixham college operates a fully inclusive policy. Students can attend:

- Young Carers
- Homework Club
- Residential Visits & college Visits
- All clubs offered by the college, e.g. sports clubs, drama clubs etc.

### **How do we know that the help we are giving you is working?**

The college uses a variety of assessment processes which are relevant to their stages. Progress is reviewed regularly. There are many opportunities for pupils to reflect on and improve on their progress and time for students to plan and work on their next steps. All students will be assessed at the end of KS4 using GCSE or vocational qualifications. The college uses a family centre approach when assessing progress of students with a statement – this is formally reviewed at an Annual Review with the child and all adults involved with the child's education

- Annual Reviews
- Reports
- Progress checks
- Parents' Evenings
- Review Meetings
- Line Management Meetings
- Data checks
- Letters to parents

### **How can you and your family tell us what you think?**

Consulting with parents and students is vital. This is done at Annual Reviews, Parents' evening, or SEND review meetings/professional meetings. You can also contact the Head of year or SENDCo directly if you would like to discuss your child and their needs further. The Local Authority can also be contacted for support. The SENDCo writes a report to Trustees annually which can be viewed. The college is also subject to an Ofsted inspection.

### **How do we make sure that everyone that works with you has the right skills and can do the right things to help you?**

Our teaching staff and support staff have a whole range of qualifications, training, expertise and experience. There is a professional development programme which covers a wide range of needs such as:

- Hearing impairment
- Visual impairment
- Specific medical conditions e.g. asthma, diabetes
- Specific learning difficulties e.g. dyslexia
- Autistic Spectrum conditions
- Speech, Language and Communication needs
- Emotional difficulties e.g. attachment disorder, bereavement
- Physiotherapy
- Differentiation
- Definitions of various types of SEN and suggested strategies to support the students
- Information from the Code of Practice

### **What can you do if you are not happy about something that has happened here?**

If a parent has a complaint or concern they can raise the matter with either the tutor, Head of Year or SENDCO. If the issue then does not get resolved it can be referred to the Senior Leadership Team and the Principal. In the event of a further dispute the College Trustees, LA and Principal will work closely with the parents to resolve the matter. The complaint procedure is set out on our website.

### **How can you find out more about us?**

If your child has a disability or Special Educational Need, please do not hesitate to contact us on 01803 858271 to arrange a visit. Or, you can visit the college website at <http://www.brixhamcollege.co.uk> Or, e-mail us at [admin@brixhamcollege.co.uk](mailto:admin@brixhamcollege.co.uk)

### **How does the college involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

The college is well supported by other organisations, for example, WESC (visually impaired), Hearing impaired services, occupational, physiotherapy, SWIS and Adelong/ Evolve. Depending on the needs of the student, some of those organisations will attend meetings and reviews. The information and reports are shared appropriately and as needed. The lead professionals in the college will liaise with the appropriate people to ensure the looked after students have their needs met. This might include social workers, Medical Tuition Service, Evolve Psychotherapy, Adoption and Virtual School support, for example. If a request for Statutory Assessment is made then the lead professional (Vice Principal or SENCo) will organise meetings accordingly.



### **How do we help children who are looked after by Torbay Council?**

Our designated teacher for Looked after children is Mrs Newton. Mrs Newton works with the SENCO to provide support to meet a child's needs. The on-going targets are actioned through the PeP (personal education plan). This will include working with the Virtual School, Social Workers and possibly Medical Tuition Service, Adoption and Support agencies. If a request for statutory assessment is made the lead professionals (SLT member or SENCO) will organise support accordingly.