



Immanuel College SEND Information Report 2019-2020

This report describes the support that we can provide for our SEND students.

The Local Offer from Bradford Education can be found at

<https://localoffer.bradford.gov.uk/>

Immanuel College

Immanuel College is founded on a Christian ethos with a strong aim of working cohesively in the best interests of our students. This is reflected in our vision:

"A whole school - a family of students, teachers, parents, carers, governors and the Church that puts our students' academic and personal development at the heart of all we do."

We aim to ensure that all students, including those with special educational needs, are properly supported so that they can play a full and active role in school life, achieve their academic potential and make a successful transition into adulthood.



Immanuel College follows the SEND Code of Practice (2015) that names four broad areas of needs. We support students with a range of needs such as;

1. **Social and Communication:** Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. Pupils with Autistic Spectrum Conditions (ASC) often have particular difficulties with social interaction.
2. **Cognition and Learning:** This includes Moderate Learning Difficulties and Severe Learning Difficulties. Specific Learning Difficulties are included in this category, including dyslexia, dyspraxia and dyscalculia.
3. **Social Emotional and Mental Health:** May include underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have difficulties such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. Disruptive behaviour alone does not necessarily indicate SEN.
4. **Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties include vision impairment (VI), Hearing impairment (HI) or a multi-sensory impairment (MSI) and will require specialist support and/or equipment to access their learning.
 - Some children and young people with a physical disability (PD) require additional ongoing support and equipment to ensure access to similar opportunities available to their peers) please refer to our Accessibility Policy).
 - If a child has an Education Health Care Plan (EHCP), the education authority will consult Immanuel College as to whether we are able to meet a child's individual needs.

How do we identify and assess the needs of students with Special Needs before they come to Immanuel College?

- During the summer term the SENCO and Transition Manager visit all of the primary schools of the year 6 students who are due to join us in September.
- We talk to the Year 6 teachers, SENCO and other primary staff, identifying and gathering pastoral and academic information about each child's individual needs.
- We meet with all the children and invite all parents and carers to a Parents' Transition Evening at the start of July where they have the opportunity to meet their son/daughters form tutor and SENCO.
- At the beginning of July all Year 6 students attend transition day at Immanuel College. Some students make additional visits in order to support their transition needs and these are arranged with the primary schools.
- A number of Immanuel staff including the Head of Transition, the SENCO and Learning Mentors work as a team to collate all the information about each child, assess their needs and make plans for their transition to Immanuel and the support that they will need.

How do we identify our SEND students at Immanuel College?

Students who require additional support are added to the SEN register (SEN support) and we aim to liaise and work in partnership with parents to plan the special educational provision for a child. We identify SEND students from;

- Primary school information, entry data, assessments and teachers highlight and refer any difficulties that students may have to the SENCO
- Outside agencies give us information about our students with SEN
- Parents/carers can contact school about any concerns relating to their son/daughter and their SEN by using the contact information below.
- If parents/carers wish to make an appointment with the SENCO to discuss their concerns they can contact Christine Tran (SEN Administrator) on the main school number.

SEND Contact Information

Mrs A Whittle (SENCO)

Tel: 01274 425900

Email: office@immanuelcollege.net

How do we identify and assess the needs of students with Special Needs before they come to Immanuel College?

- Entry level data is gathered at the start of Year 7 for every student and every student's progress is assessed formally at three points in the year. We measure the progress of individual students towards ambitious targets.
- Where students are not seen to be making the required progress, interventions and personalisation/differentiation will be put into place within teaching and learning.
- Students discuss their progress and assessment data with their tutor, SENCO and subject staff.
- Parents are informed regularly about their child's progress via the sharing of assessment data and yearly reports.
- Some students require additional support and an education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. Parents, or a young person above the age of 16, are also allowed to make a request for an EHCP statutory assessment themselves and SENDIAS are able to provide guidance and support in how to carry out this process. More information regarding EHC plans can be found at: <https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

How do we involve parents in their child's education?

All parents are informed about their child's progress at **three points** during the school year:

1. **Parents/Carers evening;** at this meeting parents are able to talk to each subject teacher about their child's individual progress. The SENCO, Head of House and a member of the Senior Leadership Team also attend parents' evening.
2. **Written report** – each subject teacher, the tutor and a member of the Senior Leadership Team contribute to the report. Parents/Carers are asked to respond to the report. Progress data is included on the written report.
3. **Data sheet** – Parents/Carers are provided with data on their child's progress in each subject at parents' evening and once more in the year. Parents are informed regularly about their child's progress.
 - Parents/Carers of SEND students have the opportunity to have additional discussions in school about their child's progress and the interventions that are in place to support them and they can request a meeting with the SENCO at different points in the year in addition to above. Furthermore, if parents wish to meet with the SENCO at parents evening they can contact Christine Tran on the main school number.
 - Immanuel College will contact Parents and Carers via text, email, letter or phone to let them know about school events that their child may be involved in, to celebrate success or to discuss concerns they may have.
 - Parents/Carers may contact relevant members of staff in school if they wish to discuss their child.

How do we involve students in their education?

- In school, all students have target grades for each subject. Students know these targets and are able to discuss them with their teachers and their form tutor.
- Students are encouraged to respond to the personalised feedback from their teachers.
- Student views are noted and many are acted on by the school. All students have the chance to participate in the review of the school improvement plan each year.
- SEND students are able to contribute to the information given to staff in order to support their learning.
- Weekly discussions and activities during form time and within lessons are in place to aid students in their approach to work and we teach them PCH principles; perseverance, character and hope to which they receive reward points for demonstrating these values.

How do we support your child as they move into other phases of education?

- KS3 students follow a careers pathway as part of PSHCE.
- Students moving from Year 9 to Year 10 are offered a curriculum pathway suited to their ability. They will be invited to a pathways meeting at the end of year 9 to discuss their pathway for KS4. The pathways enable students to be challenged as well as to be successful. Within the pathways students can select subjects that they would like to follow.
- In Year 10 and Year 11 students experience 'taster days' in which they are able to try Post 16 courses.
- The Careers Advisor from Bradford Connexions meets with all students to discuss their career and further education preferences.
- Year 12 and Year 13 students are supported in their applications for university, jobs and apprenticeships. Students are encouraged to visit university open days, to research university courses through the UCAS website and to research apprenticeship vacancies.

How do we adapt our teaching to support the learning of SEND students?

- SEND students are part of the school. Teachers differentiate their lessons and apply personalization strategies to support the students to make progress in their classes.
- Learning Support Assistants (LSAs) support some students in lessons.
- Learning Mentors support some students with their additional learning needs.
- The Learning Oasis supports students with their Literacy needs and we employ tutors who can offer one to one and small group support in Axis or The Learning Development Centre (LDC) on an interim basis.
- Growth Mindset principles- we teach/discuss resilience, independence, problem solving and effort alongside perseverance, character and hope.

How do we adapt the curriculum and the learning environment for SEND students?

All students in the school follow a broad and balanced curriculum. SEND students follow the same curriculum as other students although:

- Year 7 students follow additional courses in literacy and numeracy.
- Further literacy interventions are put in place for some students in our Learning Oasis.
- Students with mobility difficulties have access to lifts.
- Axis and the Learning Development Centre both provide an alternative learning environment for students offering individual and small group tuition.

What expertise and training do Immanuel College Staff have in order to support SEND students?

- The SENCO is a fully qualified and experienced teacher.
- All staff working with SEND students continue to follow a professional development programme in school that includes training on a variety of SEND issues. These sessions are run by the SEND team and by professionals from outside school.
- Staff who work with SEND students individually or in small groups receive appropriate training.
- Where we feel specialist expertise will be beneficial to a student or group of students we will refer to the appropriate agency such as the local authority and specialist teachers from the inclusive education team.

How do we evaluate the effectiveness of our provision for SEND students?

- The progress of SEND students is monitored at three points throughout the year by class teachers, progress leaders and head of faculty alongside that of all other students and teachers intervene with any students who are not making the progress they should.
- The SENCO evaluates the progress of all SEND students and the impact of any interventions.
- Senior leaders and governors monitor the progress of SEND students.

How do students with SEND engage with non-SEND students?

- SEND students follow the school curriculum and attend lessons alongside other students.
- At break and lunchtime, students meet with friends to socialise whatever their learning needs. Some students have access to 'The Zone' a smaller, nurturing provision for social times.
- All students are invited to engage in a range of extra-curricular activities and trips. Extra-curricular activities give opportunities for all students to socialise and learn together. All extra-curricular timetables are available on the main school website: <https://www.immanuelcollege.net/>

How do we provide emotional and social development for students?

Immanuel College has a strong Christian ethos and supporting our students is a key strength of the school. Our SIAMS report (Statutory inspection of Anglican and Methodist schools) from March 2016 stated “The distinctiveness and effectiveness of Immanuel College as a Church of England school are outstanding.”

Immanuel College prides itself that students have a member of staff that they can talk to if they have any concerns. These may come from the specialist list of staff below or be any adult in school.

- ▯ Their form tutor or subject teachers
- ▯ Learning Mentors
- ▯ Head of House/Assistant Head of House
- ▯ Student Liaison Officers (SLOs)
- ▯ Chaplaincy team
- ▯ Youth Workers
- ▯ SENCO
- ▯ Safeguarding Team
- ▯ School Nurse

How do we provide emotional and social development for students?

The 2018/2019 Year 7 parents' survey showed that 100% of parents would recommend Immanuel College to other parents and the same survey showed that 100% of children stated that they had an adult in school that they could talk to. Furthermore, 90% of our Year 11 students agreed that "The staff care about students and help if you have problems" and 90% of parents considered their child to be happy at Immanuel College.

- Our students know that any incidents of bullying will be treated seriously and can be reported to any member of staff in school
- PSHCE lessons take place in tutor time and additional PSALM days take place throughout each year for all students.
- All students attend and present assemblies and take part in collective worship with their tutor groups.
- Students belong to the House System, attend house assemblies and take part in House activities.
- The Growth Mindset programme, followed by all staff and students contributes to each students' emotional and social development.

How does Immanuel College involve professionals from outside the school?

Immanuel College works closely with a range of professionals from the Local Authority, Education and Health and Social Care.

They include:

- ▯ Educational Psychologist
- ▯ The Inclusive Education Service
- ▯ Learning Support Service
- ▯ School Nurse
- ▯ CAMHS (Child and Adolescent Mental Health Service)
- ▯ Social Workers

Further Information

- Further details and support concerning SEN are available via **SENDIAS** (SEND information, Advice and Support). This organisation offers free, impartial information and advice on matters relating to special educational needs and disability:

Telephone: 01274 513300

Website: <https://b.barnardos.org.uk/bradford-sendiass/contact-us-bradford.htm>

- The **Parent's Forum** offer support and guidance for parents and carers of children and young people with additional needs. Further information can be found using the contact details below:

Telephone: 01274 397396

Email: info@pfba.org.uk

Complaints

- Initially any concerns about the provision of SEN should be discussed with the class teacher and if necessary, with the SENCO to further resolve any issues or worries about your child's progress.
- For more formal complaints the procedures of the academy's Complaint Policy should be followed. This is found on the Academy website and through contacting the Head Teachers PA.