



SAFFRON VALLEY COLLEGIATE

School Information Report Special Educational Needs and Disabilities

Arrangements to Meet the Needs of Students with Special Educational Needs and Disabilities.

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all students including those with special educational needs and disabilities. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspects of school life and support readiness for the next phase of education and/or preparation for adulthood.

At Saffron Valley Collegiate we seek to provide a personal educational experience that identifies and responds to the circumstances and needs of each individual child or young person. In doing so it enables them to progress academically and become successful learners, through the re-engagement of the young person with education. SVC has been granted the Healthy Schools Bronze Award London in recognition of our commitment to the health and well-being of our students.

Students who are on the SEN Register at Additional SEN Support level or who have an Education, Health and Care Plan (EHCP) will receive support according to individual needs which is 'in addition to or different from, the differentiated curriculum. Where students have an EHC Plan, we will work to ensure that suitable alternative provision is found.

Our aim is to support students at all key stages to access the curriculum and engage in learning so that they progress to become independent learners.

We aim to provide a positive ethos and climate of respect and trust where students feel safe.

What support do we offer?

SVC will use its best endeavours to ensure the necessary provision is made for any student with SEN. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Special Education Needs and Disability Code of Practice.

Roles and responsibilities:	
Who should I contact to discuss the concerns or needs of my child?	
<p>Subject teacher</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> ➤ Using Quality First teaching strategies ensuring that resources and activities are differentiated effectively for students to access the curriculum. ➤ Adapting and refining the curriculum to respond to the strengths and needs of all students. ➤ Checking on the progress of your child and identifying, planning and delivery of any additional support required to support progress. ➤ Following the advice of any external agencies involved when planning targets and provision. ➤ Contributing to devising SEN Support Plans to prioritise and focus on the next steps for your child to improve learning. <p>If you have concerns about your child you should speak to your child's teacher/tutor first. Depending on the outcomes of these discussions you may have a follow up meeting with the SENCO, Assistant SENCO, Assistant Head of Provision or Head of Provision.</p>
<p>SENCO: Name: Josephine Kennedy 0203 252 2020 Josephine.kennedy@saffronvalleycollegiate.co.uk</p> <p>Assistant SENCO: Name: Sally White 0203 252 2020 sally.white@saffronvalleycollegiate.co.uk</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> ➤ Ensuring that appropriate support is put in place for all students with additional needs across Saffron Valley Collegiate ➤ Day to day management of SEND Provision ➤ Coordinating provision for children with SEND and developing the school's SEND policy ➤ Ensuring that parents are: <ul style="list-style-type: none"> ○ Involved in supporting their child's learning and access ○ Kept informed about the range and level of support offered to their child ○ Included in reviewing how their child is doing ○ Consulted about planning successful movement (transition) to a new class or school ➤ Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties ➤ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND.
<p>Assistant Head of Provision:</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> ➤ Maintaining an overview of the SEND provision and the day to day implementation of policy and procedures and monitoring its ongoing effectiveness. ➤

Head of Provision:	Responsible for: <ul style="list-style-type: none"> ➤ Strategic overview of implementation of provision made for students with SEND.
Saffron Valley Collegiate Head of Provision Telephone contact details and email address	<p>KS3 - Kay Wilson: 0208 680 0949 KS3@saffronvalleycollegiate.co.uk</p> <p>Cotelands - Kate Maidment-Young: 0203 252 2020 Cotelands@saffronvalleycollegiate.co.uk</p> <p>KS4N – Ian Walters: 0208 771 5603 KS4North@saffronvalleycollegiate.co.uk</p> <p>KS4S –Gareth Denton: 0208 604 1414 KS4South@saffronvalleycollegiate.co.uk</p> <p>Springboard Service – Sonia Kapoor: 0203 252 2020 springboard@saffronvalleycollegiate.co.uk</p>
SEN Management Committee Member Name: Andie Chamberlain	Responsible for: <ul style="list-style-type: none"> ➤ Strategic overview and awareness of The SEND Code of Practice (2015), The Equalities Act (2010), the schools SEND Policy and the Disability Equality Scheme ➤ Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.
<p><u>SEN Support</u> – The Graduated Response: Assess, Plan, Do and Review</p> <p><i>How will the school decide if my child needs extra help? How can I find out about how well my child is doing?</i></p>	
<p>All students are assessed on entry. Assessments are undertaken by each subject teacher and progress is recorded half termly. In addition, regular conversations are held with the students attending the Provisions and parents/carers each term to set targets and review progress. This information is recorded on an Individual Learning Plan (ILP) for each child.</p> <p>Where there are concerns that a student is not making progress in key areas, further assessments will take place and, as required, there will be discussion with key staff to plan for additional support to be in place and the outcomes expected from this intervention. Difficulties in relation to social and emotional wellbeing will also trigger a need for additional support. You will be invited to contribute to these discussions. The views of your child will also be considered when putting in place any interventions. Consideration of other circumstances will be taken into account to decide if difficulties are due to special needs or other factors.</p>	

Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in an Individual Education Plan. This will take into account your child's strengths as well as areas of difficulty. It will identify ways in which you can help your child at home.

We know how important it is to include the views of each student in seeking to review what is going well and how they can be supported. If appropriate, your child will be invited to take part in reviews. If this is not appropriate, we will use other ways to share their successes and plan for future support.

The impact of this additional support will be reviewed regularly and you will be invited to be part of this review.

In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services, Speech Language Service or CAHMs. A referral for support from an outside agency will only be made with your consent. An individual Provision Map may be used to record, track and review the impact of such interventions.

If, despite the increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that can be offered by our own resources, a request for an Education Health and Care Plan (EHC Plan) may be requested.

The SENCO, Assistant SENCO or Assistant Head of Provision will explain this process to you and show you how to find out more information about this. They will share details of parent support organisations who can offer further support as required.

Annual reviews are arranged to review the progress of Students who have an Education Health and Care Plan. Detailed Individual Learning Plans may be devised for these students and will be reviewed termly.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

The curriculum is regularly reviewed to meet the needs of all students.

Our teachers are skilled and supported to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual students needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

In all provisions within SVC, students are taught in small groups.

Additional adults are used flexibly to help groups and individual students, with long term goal of encouraging and developing independent learning skills.

If required, more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be included in their Individual Learning Plan.

Full details of the range of additional interventions available within the school can be found on the Schools Provision Mapping document.

The nature and range of interventions offered is reviewed regularly to ensure that it matches the needs of students at the school, including students who require support to develop their social interaction and resilience.

In response to the Covid -19 pandemic the SVC has extended its remote provision to ensure that all students, including learners with SEND, have access to an appropriate curriculum. Paper based work is also available to all students.

Access

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that students with SEN and Disability can take part in all aspects of school life.

Accessibility plans for SVC provisions are updated annually and can be viewed on the school website.

Depending on the specific needs of your child a more personalised access plan or medical plan may be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

We undertake additional planning and risk assessments to ensure that students with SEN can take part in the range of extracurricular activities the school offers, including school outings.

We monitor attendance to make sure that students with SEND are able to access enrichment.

Access Arrangements for examinations

Assessments for Access Arrangements are carried out by a Specialist Assessor where required. Arrangements for testing and applications are made in line with the Joint Council for Qualifications (JCQ) criteria.

The range of assessments include:

Access to a scribe; a reader; 25% extra time; modified papers; use of a laptop; prompts and rest breaks.

Entitlement to Access Arrangements should be part of normal classroom practice. In cases of medical needs or high anxiety some students have access to a smaller room, or an alternative site in which to sit their examinations.

How the student will be supported?

- Following reviews and regular conversations, strategies or activities may be suggested to be undertaken at home to support learning.

- Staff may support you with strategies, resources and ideas for supporting the student's learning at home.
- You will have opportunities to meet with other professionals involved in supporting the student's learning at home.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

Provision for students with SEND is included in our regular monitoring of quality of teaching across all provisions. This helps to identify priorities for our on-going programme of Continuing Professional Development (CPD), delivered in-House training and by external providers to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEND.

The SENCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND.

The school also seeks advice and guidance from local special schools, Extra Learning Provision (ELPs) and other relevant agencies to help school staff meet the needs of your child to review, evaluate and develop provision for students who have the most complex needs.

We have staff with specialised expertise and qualifications including:

- **A member of the teaching staff with specialist qualification in supporting literacy and students with a diagnosis of dyslexia.**
- **Teaching staff with specialised expertise in working with children with Autism.**
- **Staff with specialist qualifications for supporting students with Emotional Literacy including anger management and the social aspects of learning.**
- **Behaviour mentors trained to use Restorative Approaches to manage conflict**
- **Teachers experienced in working with children with social, emotional and mental health needs, some of whom are trained mental health first aiders.**

External partnerships

What support from outside does the school use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	What they offer?
Educational Psychology Service, Octavo, Croydon Our attached Educational Psychologists are: Clare Morgado and Nora Dwyer	Opportunity for assessment of cognitive abilities social and emotional needs. New referrals can be made so that advice can be obtained regarding the need of the individual student. Family Therapy may also be available.

<p>Additional Educational Psychology Service: Real Psychology</p>	<p>Opportunities for assessment for cognitive abilities, provision of additional strategies and support to work with students on returning to a mainstream setting.</p>
<p>Children's Speech and Language Therapy (SALT) Lennard Road Clinic, 12-18 Lennard Road, Croydon CR9 2RS Tel: 0208 274 6300</p> <p>Sanderstead Clinic, 40 Rectory Park, Croydon, CR2 9JN Tel: 0208 714 2594</p>	<p>Identify children's developmental speech and communication difficulties/disorders, 1:1 intervention and support schools with strategies for managing speech and language difficulties within the school environment.</p>
<p>Croydon Children's Occupational Therapy Service Crystal Children's Development Centre Malling Close Addiscombe, Croydon, CR0 7YD Tel: 0208 274 6854/6850 CH-TR.croydonchildrensOT@nhs.net</p>	<p>Following an assessment of the child's needs, input is given in the form of programmes, therapy sessions, group sessions, equipment and adaptation provision, guidance to schools and working together with other relevant services to meet the child's needs.</p>
<p>Peripatetic visual impairment service 90 Central Parade (area office) New Addington Croydon, CR0 0JB Tel: 0208 760 5784 linda.james@croydon.gov.uk</p>	<p>Referrals are mainly received from ophthalmology clinics, hospitals and health professionals, though parents and teachers can also refer children to the service. If there is a concern about a child's vision, a medical opinion should be sought in the first instance through the school nursing service, family GP or local optometrist. Parental permission is sought prior to any school visit.</p>
<p>Peripatetic hearing impairment service 90 Central Parade (area office) New Addington Croydon, CR0 0JB Tel: 0208 760 5783 Luisa.saddington@croydon.gov.uk</p>	<p>This is a home and school visiting service which aims to support educational access, promote achievement and encourage the social integration and personal independence of children and young people with hearing impairment.</p>
<p>CAMHs (Child and Adolescent Mental Health Service) Christopher Wren House 113 High Street, Croydon, CR0 1QG Tel: 0203 228 0000</p> <p>SEaDS (Support, Engagement and Delivery in schools).</p>	<p>Referrals made for advice and assessment for children and adolescents with persistent and severe mental health problems. It is a multi-agency integrated service committed to delivering both mental health and related social care services in one setting.</p> <p>In school advice, mentoring/support sessions.</p>
<p>Early Help Pathway</p>	<p>Referrals are made on a four stage basis to support the families of students who are not progressing or</p>

	experiencing difficulties. They can provide information, advice and guidance on all aspects of supporting families and students with SEND.
Ment 4	An outside mentoring service that can provide respite and help support a personalised timetable for children.
Drama Therapy	Drama Therapy offers a form of psychotherapy that uses the performance arts to promote psychological, emotional and social change. Drama therapists offer a safe environment for an individual or group to explore, address and deal with personal and social difficulties, e.g. grief, anxiety and personal growth.
Parent Partnership Service: 020 8663 5626 office@pipcroydon.com	The Parent Partnership Service provides independent information and advice and guidance for parents/carers of children and young people with SEND.
Croydon SENDIASS – SEN Information and Advice.	SENDIASS provides independent information and advice and guidance for parents /carers of children and young people with SEND. They also provide mediation services.
Virtual School for Children who are Looked After. virtualschool@croydon.gov.uk	This service oversees and monitors provision for children who are in care of the Local Authority.

The full range of local support available to support your child both within and outside of school can be found in the Croydon Local Offer for students with SEND:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Transition

How will school help my child to move to a new class/year group or to a different school?

Children and young people with SEND can become particularly anxious about ‘moving on’ so we seek to support successful transition by:

When moving between classes and phases:

- An information sharing meeting will take place with the receiving teachers.
- If appropriate, there will be opportunities for your child to meet the teacher and other key staff.

When moving to another school or provision:

- We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.
- We will ensure that all records are passed on as soon as possible.
- Our Reintegration Co-ordinator will make contact with the Pastoral Support Team once a school has been named to start planning for transition.

- Our SENCO will provide any additional information to the school to ensure the transition is successful.
- Multi-agency meetings maybe arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxieties.
- Transition for students at Springboard may also involve support from a Home Tutor.
- Students with an Education Health and Care Plan may have an opportunity to experience ‘taster’ days before accepting a place at a new school or provision. Students with an EHCP who will be moving to post 16 provision may also have the support of a Local Authority, Preparing for Adulthood Advisor.
- Students may have support planning the journey and practising the route to the new school or provision.
- Your involvement in this process will be critical to supporting a successful move.

Other arrangements to support inclusion of students with additional need and engagement with their families.

- We undertake additional planning and risk assessment to ensure that students with SEND can take part in the wide range of extracurricular activities the school offers, including school outings.
- We encourage regular contact with parents/carers via email, phone or meetings in person.

What is an EHC Plan and who can request one?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person in order to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. An EHC Plan will contain:

- The views and aspirations of you and the student.
- A full description of his/her special educational needs and any health and social care needs.
- A route to establish outcomes for the student’s progress.
- Specifications of the provision required and how education, health and social care will work together to meet the student’s needs and support the achievement of the agreed outcomes.

You, the student (where appropriate and aged 16 years and over) and/or the school, usually the SENCO, can request that the Local Authority conduct an assessment of the student’s needs. This may then lead to the issue of an EHC Plan.

Engagement with Students and Families:

How does the school involve children and parents in decisions about provision and support?

- At whole school level the school are also keen to support parents with students with SEND and take their views on how we can continue to develop a positive experiences for SEND pupils at our school.
- On an individual level, the school values the views of both parents and children in both identifying key strengths and areas of need as well as planning and reviewing provision.
- We will ensure that parents and students (as appropriate) are included in regular review meetings to discuss progress and plan provision. Where this is not possible or where more regular updates are required, we will agree with you the best way to share information.
- For students with SEND, including those with EHC plans, the SENCO will encourage parents to visit a range of secondary and/or special schools, attending open days and finding out about how each school organises SEND.

Arrangements for managing complaints:

What should I do if I am unhappy about the support my child is receiving?

- In the first instance, you should speak to your child's class teacher/tutor. To allow time to discuss the issues you should contact the school office to make an appointment. Depending on the nature of the concern, the SENCO and other senior leaders may attend this meeting or any subsequent meetings.
- If you are still unhappy and feel matters are unresolved and we feel that we are fulfilling our duties in respect to your child, we will recommend you seek further advice from the local SENDIAS (SEN Information and Advice and Mediation Services). This service is not linked to the school.
- We will also make arrangements for parents/carers to discuss concerns with other key professionals such as the educational psychologist.
- If your concerns are still unresolved, we will advise you to make a formal complaint and direct you to SVC Complaints Procedures on the website.
- If your concern is directly related to decisions around an EHC plan assessment or needs or provision, this will be managed directly by the Croydon SEN team. Parents will be contacted directly by the service to receive information about the mediation services and other action you may consider.

We review and update our arrangements for supporting students on a regular basis. This report may be updated from time to time following specialist training for staff and in the event of new guidelines being issued.

This School Information Report links to the following legislative documents:

Children and Families Bill – The Special Educational Needs (Information) regulations (Clause 51)

SEND Code of Practice January 2015

The Equality Act 2010: Departmental advice for school leaders, school staff and governing bodies in maintained schools and academies.