

Emmanuel College
SEND Information Report

This report is written in line with the guidance in Schedule 1 of the SEND regulations 2014 and section 69(2) of Children and Families Act 2014

Emmanuel College values all students. All students are treated equally and have a right to an education which enables them to develop fully their personal, social and intellectual potential. There is also a strong commitment to high achievement and aspirations for all students. Within Emmanuel College, all students are provided with a high quality broad and balanced education appropriate to their individual needs. In the case of SEND students, this is achieved through continuous links between students, parents, subject specialists and the SEND department.

Emmanuel College SEND policy is available on the website and provides further detail on the College philosophy.

If your child has special educational needs and/or a disability and you would like to know more about how they could be supported please contact us on 0191 460 2099.

Mrs A Scott, The Assistant Vice Principal: Student Support is the SENDCo.

Last Review: January 2024

Next Review: February 2025

Question	Emmanuel College Response.
<p>What are the aims of the SEND provision?</p>	<p>The overarching aim of this policy is to ensure that the needs of students with SEND are accurately identified and effectively met so that all such students are able to achieve well and develop well, both as individuals and as members of Emmanuel College. To this end, the SEND department works with students with a variety of different needs, aiming to:</p> <ul style="list-style-type: none"> • promote the core values of the college; • ensure access to a broad, balanced, relevant and differentiated curriculum, whatever the ability, gender, ethnic origin, faith, social background, special educational need or disability of students; • ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all students, including those with SEND in order to work towards at least expected progress is made across the curriculum; • make sure that additional support and resources are well targeted and meet the needs of individual students; • assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring; • continuously monitor and evaluate the effectiveness of provision for all students, including those with SEND to ensure that the College is providing equality of educational opportunity and value for money; • promote high expectations of all students in all areas of College life; • promote positive partnerships with parents, involving them in their child's learning and achievements; • ensure appropriate use of the expertise of external agencies; • ensure policy and procedures of Special Educational Needs are known, understood and followed by all members of staff accordingly.
<p>What kinds of SEND do students at Emmanuel College have?</p>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Additional and/or different provision is currently being made at Emmanuel College for students with a range of needs, including:</p>

	<ul style="list-style-type: none"> • Cognition and Learning – for example: moderate learning difficulties; specific learning difficulties – Dyslexia, Dyspraxia; • Sensory, Medical and Physical – for example: Hearing Impairment, Visual Impairment, Physical Disability, Epilepsy, Diabetes; • Communication and Interaction – for example: Autistic Spectrum Disorder, Asperger’s Syndrome, Speech and Language Difficulties; • Social, Emotional and Mental Health – for example: Attention Deficit Hyperactivity Disorder.
<p>How does Emmanuel College identify and assess students with Special Educational Needs?</p>	<p>The first person to identify that a student has Special Educational Needs may be:</p> <ul style="list-style-type: none"> • the student; • a parent/ carer; • the class/subject teacher; • a health visitor; • another medical professional. <p>Not all Students with a diagnosis need to be on the SEND register. This is driven by what needs to be done to meet their needs.</p> <p>All students have regular assessments which take place formally once a term. The class/subject teacher is constantly assessing and checking the progress of all students within each lesson. If it seems that your child may be experiencing difficulties, your child’s class/subject teacher will assess:</p> <ul style="list-style-type: none"> • what your child is good at and what they need help with; • what your child would benefit from learning; • how best to help your child learn. <p>Student’s needs are also identified and assessed using:</p> <ul style="list-style-type: none"> • Referrals to the SENDCO by the class teacher; • Observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review); • Listening to and following up parental concerns and student’s concerns;

	<ul style="list-style-type: none"> • The analysis of data including baseline assessments and end of Key Stage achievement to track individual students' progress over time; • Baseline data such as CATs, SATs and spelling age and reading age will be used to identify student needs; • Psychometric testing completed in school; • Exchanging information from other services across education, health, care and the voluntary sector; • Involving an external agency, where it is considered that a special educational need may be significant and long term and may require more in-depth support; • Frequently reviewed cycles of assess, plan, do and review.
<p>How does Emmanuel College evaluate its provision?</p>	<p>Effectiveness of provision for SEND students at Emmanuel College is evaluated in the following ways:</p> <ul style="list-style-type: none"> • Ongoing assessment of progress made by SEND students compared to peers, using whole school assessment data; • Ongoing assessment of intervention programmes; • Classroom observations by members of the Senior Leadership Team and Heads of Departments; • Learning walks and work scrutiny; • Observation of interventions; • Informal and formal feedback from all staff; • Regular reviewal of targets, including hearing the student and parent voice; • Monitoring Student pupil profile or EHCP targets, evaluating the impact on students' progress and ensuring staff are making use if these on a daily basis; • Attendance records and liaison with the Attendance Officer; • Evaluation of the consolidated approach agreed on between The SENDCO, the Heads of Year and the Head of Departments.
<p>How will I know my child is making progress?</p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with careful Curriculum Mapping in every department. Teachers formally assess and review progress and attainment on a regular basis. Parents' evenings are held annually where there is an opportunity to discuss your child's progress, attainment and next</p>

	<p>steps in each subject. In addition to this, you will receive an annual written report summarising your child's progress. Students also receive termly progress reports. All students with an Education, Health and Care Plan have an Annual Review meeting where progress towards student's targets is examined in detail. Many SEND students have a personal profile, which will be reviewed with your child's Key Worker (a member of the SEND department) at least once a year, usually twice. These documents identify individual targets that will be addressed across the whole of College.</p>
<p>How do classroom teachers help students with SEND?</p>	<p>Emmanuel College teachers have high expectations of all students, including those with SEND, whilst recognising that students learn and develop in different ways and at different rates. All teachers will be told about your child's individual needs and it is their professional responsibility to adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully. Some students will receive extra support in lessons and will be assisted in completing a task by a Learning Support Assistant or the teacher. Where it is appropriate, a student may be offered additional help from a sixth form prefect who specialises in their subject area. Where it is deemed it would be beneficial, a student may access additional support from a Learning Support Assistant outside of the lesson to carry out more intensive work, in discussion with, or directed by, the classroom teacher.</p> <p>Outside of the classroom, a range of interventions and additional support may compliment the work being done in class, and, should we believe your child would benefit from this, you would be given further detail about this.</p> <p>Your child may be assessed to decide whether they are entitled to access arrangements to support them during assessments. This could be a reader, extra 25% of time, rest breaks or prompting. This must be formally assessed and applied for according to the Joint Council for Qualifications exam regulations. Some students in Key Stage 3 will have access arrangements for annual examinations in order to demonstrate that this is common practice when making applications to the JCQ in year 10. Without being able to demonstrate this is their 'usual way of working' it is not possible for the JCQ to grant this</p>

	<p>request. Students who require other exam access arrangements, including access to a smaller room, will usually be asked to provide written evidence of this, provided by selected specialists working closely with them. It is unusual for GP notes to be accepted.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>It is our goal to offer a full curriculum to all students. With this in mind, the curriculum is differentiated to meet the needs of all students. Differentiation may occur by:</p> <ul style="list-style-type: none"> • grouping (e.g. small group, 1:1, ability); • content of the lesson; • Appropriate pedagogical teaching techniques; • lesson format, pace of the lesson; • or provision of alternative recording methods (e.g. scribing, mind mapping, etc.) <p>We run a series of maths and literacy interventions including:</p> <ul style="list-style-type: none"> • Handwriting intervention • Lexonic reading intervention • Literacy - small group intervention • Inference training • Quick start reading • Numeracy intervention classes • Organisational groups • Social and friendship groups <p>Emmanuel College works closely with external agencies and follows advice received through collaboration and reports received (e.g., enlarging of print for students with visual impairment; most advantageous positioning of students with hearing impairment within the classroom and use of aids as recommended).</p>
<p>How accessible is the College environment?</p>	<p>Emmanuel College is fully accessible. For students with physical needs, all floors are accessible by lifts and the corridors are wide enough to cater for wheelchair users. Specialist equipment, if appropriate, is provided by the Health Authority supporting the individual and is monitored on a termly basis. There are access toilets available in all floors. All safeguarding procedures and risk assessments are in place and adhered to by</p>

	<p>all staff. An Accessibility Plan is in place. For further information, please see the Accessibility Plan and Disability Policy.</p>
<p>Is there additional support available to help students with SEND with their learning?</p>	<p>Emmanuel College has a well-structured Student Support team to cater for a broad range of additional needs, including those with SEND.</p> <p>The SENDCO leads a team of experienced members of staff including:</p> <ul style="list-style-type: none"> • The Assistant SENCO; • Learning Support Assistants (LSAs); • SEND teachers, working in the Student Support area; • Emotional Literacy Support Assistants (ELSA); • LSAs specialising in Literacy support, EAL interventions and Disabilities. <p>The SEND team also works closely with the Student Welfare department.</p> <p>This team is further supported by the Heads of Year and Assistant Heads of Year, all working together under the direction of the Vice Principal.</p> <p>Students may work outside of lessons to address a range of needs with an LSA in 1:1 work, or in small groups. These sessions are no longer than 50 minutes at a time, and may take place at a regular time. Some students benefit from a more extended period of intervention and will be working closely within Student Support or with the LSAs on planned provision of work.</p> <p>Some interventions take place before school, at breaks, lunches or after school. These interventions are likely to focus on developing understanding of the basic skills of reading, spelling, writing and maths. There are also opportunities to develop social and emotional literacy and study support skills. These students work with a specialist Learning Support Assistant in small groups, or may sometimes work individually on specific computer programs personalised to meet their individual needs.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> • Lexonic • Reading skill development groups

	<ul style="list-style-type: none"> • Social Skills and friendship groups • Fine Motor skills groups • Numeracy support groups • Handwriting groups • ELSA groups • Study skills support <p>Resources are allocated based on evidence of need and effectiveness. Students with a EHC Plan have resources allocated as outlined in their plan.</p>
<p>What social, before and after the College day, and other activities are available for students with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including residential and day visits?</p>	<p>A large range of academic and hobby/interest clubs are available at Emmanuel College. There are open to all students, including students with SEND. Additionally, there are some clubs specifically tailored to suit students with SEND such as:</p> <ul style="list-style-type: none"> • Homework Club • Young detectives club • Study skills and organisation time <p>Emmanuel College also runs an EAL club after school and at lunch time and coursework/revision sessions for older students as and when required.</p> <p>The Extra-Curricular timetable is communicated home every term, with specific details for each child. You will receive letters about some interventions that we feel would specifically benefit your child.</p> <p>All students at Emmanuel are encouraged to take part in extra activities throughout the day. Day and residential visits are open to all students, however, if numbers are limited this is likely to be offered on a first-come, first-served basis. If your child is successful in gaining a place, the appropriateness of the trip will be considered on an individual basis in relation to need. We will make every effort to adapt the trip to ensure you child can access all opportunities and your child's specific needs can be discussed if they wish to join such visits. Appropriate support will be put in place in order to ensure that all students can access educational visits.</p>

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

Students can experience difficulty for a wide number of reasons. Within college we have a range of staff on hand to support students.

The first port of call should always be your child's tutor who may direct them on as necessary to:

- Student Support
- SEND department
- Heads of Year
- The Designated Safeguard Lead
- The Student Welfare department

In college we have a range of 1:1 mentoring programmes and a team of experienced staff with a wide range of specialisms to support the well-being of all students.

We will work with you to decide on the best route to support your child. If we feel that they need more bespoke support we may refer them to outside agencies such as:

- GP;
- CYPS (Children and Young People's Service);
- Sensory support for visually and hearing impaired;
- Speech Therapists;
- Physiotherapists;
- Occupational Therapists;
- SEND support Team;
- Social Services;
- Early Help Team;
- Bereavement therapists;
- Youth Offending Team;
- Counselling Services;
- Positive Futures Gateshead;
- Careers Services;
- Educational Psychologist.

	<p>External agencies may come into college and work 1:1 with students and, where appropriate, staff at Emmanuel. Very often we will organise meetings to involve a range of agencies, students and parents. We take parental involvement very seriously and aim to keep you involved every step of the way. The only deviance from this would be if advised not to by Social Services for Safeguarding purposes.</p>
<p>What training do the staff supporting children and young people with SEND have?</p>	<p>Teaching and support staff have attended a range of courses and training opportunities over the course of the year. Within Emmanuel College, staff regularly receive training to further develop their knowledge and understanding of a range of needs.</p> <p>Training needs of staff are regularly assessed and adjusted to meet the needs of the students attending the College. We also have strong links with external agencies who are able to come into College to offer specialist training to the full staff team, or, where appropriate, smaller groups of staff.</p> <p>We have qualified first aiders to support students with long term health concerns or issues, and update this regularly as required by law, or, as the need arises.</p>
<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>Emmanuel College accesses a range of services including Visual and Hearing Impaired Team; physiotherapists and the diabetic nurse. These services and others are contacted when necessary and appropriate, according to your child's needs. Specialist equipment, books or other resources that may help your child are purchased as required.</p> <p>If you believe your child needs specialist equipment or other facilities please contact the SENDCO or discuss the issue at the next review/parents evening.</p>
<p>How will Emmanuel College support and consult with parents?</p>	<p>Parents are advised to make contact with College as soon as there is an issue. Parents are advised to raise any concern relating to a specific need through the form tutor in the first instance. If you need further information contact the Head of Year or Assistant Head of Year; your child's Key Worker (usually one of the LSAs) or the SENDCO. Parents can address specific subject concerns with their child's teacher, or the Head of Department. Details of areas of study in each year group are available via the school</p>

	<p>website and information is communicated to you via parent portal and the weekly bulletins via email.</p> <p>If you would like further advice or information then contact the SENDCO. Parents are invited to attend key meetings across the year, which include:</p> <ul style="list-style-type: none"> • Welcome evenings • Parents' evening • Review meetings • Annual Review meetings for students with an EHC Plan <p>Should your child require further support with accessing the curriculum or have difficulty making progress, you will be invited to attend a planning meeting in order to discuss future provision and whether movement to the next level of support is appropriate or whether Statutory Assessment should take place.</p>
<p>How will my child be consulted and involved with planning support to meet their needs?</p>	<p>Student voice is important to us and there are a number of forums in which your child can get their thoughts:</p> <ul style="list-style-type: none"> • On a personal one to one basis • During tutor time • With a Head of Year or Assistant Head of Year • With a member of Student Support • With their class teachers • In the Student comments box, for discussion at the School Council meetings • At SEN support or planning meetings with their key worker • At annual review meetings • At the start and end of each intervention group period • Through regular consultation and evaluation across the year including student questionnaires and interviews.
<p>Can specialist services be accessed by Emmanuel College?</p>	<p>The Student Support team have numerous links with Outside Agencies and will make the necessary referrals where the need arises or work alongside other professionals. These professionals include:</p>

	<ul style="list-style-type: none"> • SEND Support Team that has a number of different professionals within the organisation including: Educational Psychologists, Speech and Language Specialist Teachers, Hearing Impaired support services; • Kalma Counselling Service; • NHS Speech and Language therapists; • Visually Impaired Service; • Hearing Impaired Service; • CYPS – Children and Young People’s Service; • CAHMS; • Physiotherapy; • Youth Offending Team; • Positive Futures Gateshead; • Early Help Teams. <p>For further information contact the SENDCO or visit Gateshead’s Local Offer at: https://www.gateshead.gov.uk/article/2694/Gateshead-Local-Offer.</p>
Who can offer me independent help and support?	<p>Parents with children who are SEND can access SEND Information, Advice and Support Service (SENDIASS). The service provides accurate, neutral information on rights, roles and responsibilities within the special educational needs processes and makes parents aware of the options available for their child's education.</p> <p>Independent parental supporters can:</p> <ul style="list-style-type: none"> • help parents to prepare for meetings and attend meetings with them; • listen to parents’ concerns and help them to express their views; • help parents to understand what is happening during an assessment of their child’s needs; • help parents to fill in forms, write letters and make telephone calls; • help parents to get the information they need; • help parents to make contact with other people who can advise and support them;

	<ul style="list-style-type: none"> • go with parents on visits to schools ☑ offer parents general support to do with the education of their child. <p>Contact details: Telephone: 0191 478 4667 Email: DAISS@barnardos.org.uk Website: https://b.barnardos.org.uk/gateshead-sendias.htm</p>
<p>How will Emmanuel College prepare and support my child for transition to the next phase in their life?</p>	<p>There are a number of ways in which to ensure a smooth transition. These include:</p> <ul style="list-style-type: none"> • Meetings with the SENDCO, or the Assistant SENDCO; • Additional visits for Year 7 children; • Meetings between the previous and receiving schools/placement; • A member of Emmanuel College’s SEND team attends annual reviews of Year 6 students; • The SENDCO invites the receiving college/training provider personnel to the last annual review for Year 11 students, if known; • Every Year 6 student has the opportunity to take part in a transition programme which will include meeting their new tutor and peer group; • Additional visits can be arranged for those students who need this provision and extra time and support is given; • The SENDCO and the Head of Year 7 are always willing to arrange for meetings with new parents prior to their child starting at Emmanuel College, with themselves or one of their teams as appropriate. <p>Students are very well prepared for post 16 placements. A careers advisor from Gateshead council meets with students to discuss their options and attends their review meetings if they have an EHCP. The Head of Year 11 arranges transition meetings in order to make important and well-informed decisions. Academic mentors work with students to help them focus on their goals throughout Year 11, as requested by the Head of Year 11.</p>

<p>What are the admission arrangements for students with SEND?</p>	<p>No student will be refused admission to the College on the basis of his or her special educational need. In line with the Equality Act 2010 the College will not discriminate against disabled students in respect of admissions for a reason related to their disability. The College will use best endeavours to provide effective educational provision. Once a student meets the other selection criteria, all students with Education Health Care (EHC) Plans will be accepted into Emmanuel College where it is established that the College is the most appropriate school to meet the child's needs. For further details about the admission procedure go to:</p> <p>Want to join Emmanuel College? Emmanuel College</p>
<p>Where will I find out more about the Local Authority Local Offer?</p>	<p>The Local Authority Local Offer can be found on the Gateshead Council website.</p> <p>https://www.gateshead.gov.uk/article/2694/Gateshead-Local-Offer</p>
<p>Who can I contact for further information?</p>	<p>If your child has special educational needs and/or a disability and you would like to know more about what Emmanuel College can offer please contact the SENDCO on 0191 460 2099.</p> <p>If you think your child may have a special educational need or disability speak to your child's tutor in the first instance or contact the SENDCO as detailed above.</p>
<p>What do I do if I am unhappy about the provision my child is receiving or wish to make a complaint?</p>	<p>If you are unhappy with how your child's needs are being met please contact the above in the first instance. If you feel you still have concerns following this, please follow the steps set out in the ESF complaints policy, linked on our website.</p> <p>This will be referred as appropriate to: Mr M Waterfield: Lead Principal of Emmanuel College Mr N Ogborn: Head of School Governing Body: Chair of Governors, Mr R Smith (C/O Mrs L Taylor-Spurr, Executive Assistant).</p>