

Melton Vale Sixth Form College

Special Educational Needs Information Report

Introduction to Melton Vale Sixth Form College

Melton Vale Sixth Form College, or MV16 as it is more informally known, is a mainstream 16-18 college in Melton Mowbray, Leicestershire. The college currently has approx. 400 students on roll. (Dec 2018)

MV16 is part of the Nova Academy Trust.

We support young people with a wide range of needs. We are committed to whole college inclusion and will seek support and training from Special Educational Needs and Disability (SEND) services where appropriate.

The college does not have any in-house specialist SEN provision or special units, however we work with a number of outside agencies and specialists as required.

The college employs a trained Careers Advisor, accessible by all students, including students with SEN to support Post-18 progression and/or alternative pathways.

How MV16 identify and assess pupils with SEN?

At MV16, we identify Year 12 students with SEN as early as possible, through contact with our feeder schools and parents. Careful scrutiny of previous SEN records where possible, Key Stage test results, literacy and numeracy assessments and contact with schools and parents gives a comprehensive indication of progress.

All teachers and the SENDCo continue to carry out an on-going process of assessment, planning and review that recognises each student's strengths as well as areas for improvement. Young people with SEN may be identified at any stage of this process during their college life. The subject teachers or tutors with support from the SENDCo and Senior Leadership team (SLT), consult parents/carers at the earliest opportunity to raise a concern and enlist their active help and participation. Parents/carers are able to contact the tutor, subject teachers, SENDCo or Senior Leadership team (SLT) at any time to bring forward fresh concerns.

Several times a year staff complete tracking data on all students in the college; this data is shared with parents and analysed to monitor any under achievement in all subject areas. Subject teachers will devise interventions and strategies to ensure progress is made. The SENDCo also monitors the progress and data for SEN students to again highlight any provision required to remove barriers to learning.

If external agencies are involved with a young person, their views data and assessments can also add to the monitoring process.

How does MV16 evaluate the effectiveness of its provision for students with SEN?

Student progress will be monitored on a termly basis and may be evaluated through one or more of the following:

- Student data tracking after each assessment point.
- Core meetings around vulnerable students with key staff.
- Review and planning meetings for individuals.

There will be an annual formal evaluation of the effectiveness of the college SEN provision and policy. The evaluation will be carried out by the SENDCO, SLT and SEN Governor and information gathered from different sources such as surveys, parents' evenings, feedback and structured conversations/meetings. Evidence collected will help inform college development and improvement planning.

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for young people with SEN will be shown by:

- on-going teacher observations of the young person in the daily classroom setting.
- records and evidence of the young person's work showing progress towards curriculum objectives.
- evidence of progress towards targets at the reviews.
- evidence of SEN individuals good progress on trackers.
- more age-appropriate scores on standardised testing.
- records and evidence of the young person's progress towards improving behaviour.
- discussion at an appropriate level with the young person, parents/carers and outside agencies about their progress.

Further success of the provision will result in the needs of all young people with SEN being met by:

- having the systems in place to identify young people with SEN as early as possible.
- making use of good practice in planning for, teaching and assessing young people with SEN.
- providing additional timely intervention if progress is not adequate.
- receiving appropriate funding from the LA to support the young person's needs.
- considering the wishes of the young person at an appropriate level.
- having a positive and effective partnership with parents/carers.
- encouraging a multi-disciplinary approach whenever possible.

How does MV16 assess and review the progress of young people with SEN?

Students' progress is tracked using the whole college tracking process and levels are recorded and analysed every term; this gives information on progress towards students' target grades. This information also forms part of the annual review for students with an EHCP and other SEN review meetings.

At MV16 there are various opportunities for parents/carers to discuss their son or daughter's progress with staff. We encourage contact through tutors, parents' evenings and welcome any additional meetings that may arise due to their ongoing needs.

What is MV16's approach to teaching students with SEN?

The person with day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual students with SEN is the Special Educational Needs Coordinator who is responsible for students with SEN at MV16.

Teachers are responsible and accountable for the progress and development of the students in their class. Lessons in all curriculum areas are planned to address potential areas of difficulty and to remove barriers to student achievement.

Quality First teaching (high quality, inclusive teaching which takes into account the learning needs of all the students in the classroom environment and ensures good or better progress for all learners) and personalised learning strategies are developed to allow all students to participate and learn.

Experience has shown us that students with SEN at Post16 are working towards a more independent method of study and are eager to develop skills that prepare them for higher education and beyond. Therefore the role of the classroom teacher with the support of the SENDCo is sufficient in the development and support of individual students. However, it is recognised that further support may be required and provision would be put in place in accordance to an EHCP or a high level of SEN need.

Approaches for supporting SEN used in teaching are:

- differentiation of the curriculum to match tasks to ability.
- appropriate resources for students to access tasks and allowing time to finish tasks.
- alternative means of accessing the curriculum and recording through ICT, and use of specialist equipment.

How does MV16 adapt the curriculum and the learning environment for students with SEN?

At MV16, all students have access to a broad and balanced curriculum chosen by themselves with support and guidance. Teachers set high expectations for every student, whatever their prior attainment.

Teachers use appropriate assessment to set targets which are deliberately ambitious.

Through our tracking system data is used to ensure students are continuing to make appropriate progress and any indication of a student under achieving will lead to interventions and strategies being devised and discussed with students.

We facilitate Access Arrangements for internal and external examinations.

What additional support for learning is available to students with SEN?

MV16 uses the collaboration between teachers and support staff to create an environment which is Inclusive to all students. Aside from seeking support from their subject teachers, students have access to ICT support, the Learning Resource Centre (LRC) and Microsoft Teams (an online community platform).

Due to the introduction of Linear A Levels, students have options within their study programme to support their learning styles. Students choose 3 A Levels or equivalent on entry to the college and can opt to complete an Extended Project Qualification (EPQ), work experience or volunteering as well as nominating time for private study. These options can offer flexibility in the study programme as well as allow the student to make progress on an individual basis.

MV16 does not employ any Learning Support Assistants (TAs) currently. Where appropriate TAs, support students with an EHCP within the class and on an individual basis; they assist the student to access the lessons, resources and learning and in collaboration with the subject teacher will personalise it according to the needs of the student. If a student applied to the college who would benefit from access to a TA, the provision could be put in place.

The college also employs a Careers Advisor which all students can access, including those with SEN.

How does MV16 enable students with SEN to engage in the activities of the college together with students who do not have SEN?

There is a range of extra-curricular/enrichment activities which are on offer at MV16. All activities are fully inclusive although this may require a risk assessment in certain circumstances and some adjustments may need to be made for individuals to take part.

Extra support or equipment needed for an activity, day trip or residential will be discussed with the student, parents and outside agencies so that a thorough assessment of need and suitable provision can be arranged where appropriate.

What support is available for improving the emotional and social development of students?

A comprehensive inclusive tutorial programme is delivered to all students at MV16. This supports the SMSC agenda and allows students to develop in an age appropriate manner with topics such as health, organisation, well-being along with Spiritual, Moral Social and Cultural topic areas.

Mrs Breeze, Lead Teacher for Drama & Theatre Studies has also completed the Mental Health First Aider Youth course through Mental Health First Aid England. Training from this course has been disseminated to all staff through inset sessions and on-going sharing of resources and strategies for support. MV16 has a dedicated Mental Health room called "Headspace" where students can go for quiet reflection and to practice mindfulness strategies that support the student.

What arrangements does MV16 have in place to support students with SEN when transferring between phases of education or in preparing for adulthood and independent living?

Transition into MV16:

In Late October, prospective students and their families have the opportunity to attend Open Evenings/ Open Mornings at MV16 at which they can speak to subject staff, SENDCo and SLT.

Students are then required to submit an application to the college on which they must identify their SEN and any provision they may need. This application is then followed up by an interview with a member of the SLT with the student to discuss options, subjects and pathways at the college.

Once the student has been accepted, they will be invited to attend Taster Days in the Summer Term where they can 'taste' each of their elected subjects and get a feel for what it will be like to study at MV16.

When GCSE results are released, students will attend a registration day at MV16 to confirm their place and subject choices.

At any point during this process, parents and carers of SEN students can contact the college to speak to the SENDCo or see the SENDCo at the Open events. Additional visits to the college and well as visits from the SENDCo to the feeder school can be organised so students with specific needs can feel supported through this transition phase. The SENDCo will work with the SLT, tutors and subject staff as well as the parents, carers and student to develop a support programme that will enable them to achieve their personal outcomes.

Preparing for Adulthood:

The majority of our students choose to attend University or Degree Apprenticeships upon leaving MV16. Our programme of support with the application process to University or Apprenticeships allows students with SEN to have comprehensive support with choices, completing applications, writing personal statements and ensuring they are prepared for their next steps. Students have access to higher educational fairs as well as visits to universities or from visiting academics, previous students. For those who do not wish to go to university, we arrange Apprenticeship and Employability workshops to give them further support. In addition they are able to book an appointment with our Careers advisor who can discuss employment options or apprenticeships with students who wish to pursue another pathway into adulthood.

Students and parents/carers with SEN can liaise with or seek advice from the SENDCo to secure additional support for students who wish to go to University, such as applying for Disabled Student Allowance or to discuss the process of applying for reasonable adjustments at their university of choice.

Students with an EHCP will be given further needs based support.

Who is the SENDCo at Melton Vale Sixth Form College?

The Acting SENDCo at present is Ms Kirstie Black who is also the Head of College.

She can be contacted through the college reception on 01664 504750 or by email kblack@mv16.org.uk

What expertise and training do the staff have in relation to students with SEN and how will specialist expertise be secured?

The governors ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SEN Governor.

The SENDCo works closely with the Head of College and SLT to keep fully up to date about SEN issues through attendance at training, meetings and conferences. In addition the SENDCo develops her skills through attendance at specialist training, discussions with outside specialists and reading.

Teaching and non-teaching staff at MV16 have a wide range of experience of teaching and supporting students with SEN. They will be kept up to date informally by the SLT, and formally at staff meetings and training. All staff work in partnership with the SLT to plan staff training throughout the year. Training is run by both staff with specialist experience as well as by external providers. All staff at the college complete the statutory safeguarding awareness training in line with the Local Authority guidance.

Training has been undertaken in the last few years to support students with a range of needs, for example, dyslexia and other Specific Learning Difficulties, Autism, ADHD and mental health. Also, more general training to support all students in their learning has been undertaken by teaching and non-teaching staff. There is training available for new teachers to the college and NQTs as part of the college's on-going induction processes.

Agencies which are involved with the college and can be called upon for advice and training include CAMHS, school nurse and other health professionals, careers advisers, educational psychologists, Autism Outreach, youth workers, social workers, Supporting Leicestershire Families, speech and language service, visual impairment service, occupational therapists, hearing impaired service, Learning Support Service and outreach schools.

Should a student propose to join MV16 with a particular special educational need or disability that has not previously been supported at the college, in the first instance the college would gain information from the feeder school where possible and parents/carers. Following this any necessary training input from external agencies would be sought. The SENDCo disseminates information outlining strategies to support the learning of individuals or groups of students once a need is identified.

How will equipment and facilities to support pupils with SEND be secured?

Specialist equipment for disabled students and students with SEN, to support individual needs, is secured on a case by case basis, with external services such as Health professionals and advisors from the Specialist Teaching Service, where appropriate.

In line with schools' duties under the Equality Act 2010, thought is given to what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage. MV16 also has regard to the 2014 statutory guidance "Supporting pupils at school with medical conditions".

The school building is a fully accessible two storey building with both stairs and a lift to the first floor. All areas are easily accessible and there are toilets for the disabled on both floors and shower and changing facilities on the ground floor.

The visitors car parks have disabled parking bays.

MV16 has a modern environment to take account of the needs of its visually impaired students mostly through providing contrast on stairs, near obstacles and around toilet and hand washing facilities. It has also taken steps to reduce glare in classrooms and in corridors and seeks to improve this through appropriate updates to the decoration and blinds around school.

Areas for personal care are provided with appropriate waste management for medical waste.

What are the arrangements for consulting and involving parents/carers of students with SEN in their education?

Parents can contact their son or daughter's tutor and subject teachers directly or by phoning or emailing the college reception. The SENDCo is also available by phoning or emailing the college reception. If a phone conversation is not sufficient an appointment can be made at a mutually convenient time.

Parents are kept up to date with their son or daughter's progress through termly reports and parents' evenings. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs.

If an assessment or referral indicates that a student needs SEN support, the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their son or daughter.

The Trust's SEN Governor can also be contacted in relation to SEN matters.

Parent views are always welcomed at MV16 and we encourage an ongoing dialogue with staff.

What are the arrangements for consulting students with SEN about, and involving them in, their education?

All students at MV16 have the opportunity to take part in student surveys/ questionnaires and take part in focus groups.

We encourage all students to contribute individually to determine the direction of their learning and personal development. This is particularly relevant when they are involved in monitoring and evaluating their progress in all subjects, contributing to their targets, sharing their views on learning as part of their review and liaising with the Careers Advisor in order to voice opinions and make informed choices and options for their future, on transfer and beyond.

Pupils with an EHCP are invited to attend their annual review meeting to further give their views on their progress, targets, provision and future.

What are the arrangements relating to the treatment for complaints from parents/carers of students with SEN concerning the provision made at the setting?

If a parent is unhappy with an aspect of the provision the college is making for their son or daughter with SEN, they should talk first to their tutor or subject teacher. If the concern continues then they can discuss the matter with the Head of College. Most concerns will be resolved in this way.

If the concern cannot be satisfactorily dealt with in this way then parents should follow procedures laid down in the College's Complaints Policy. The complaints procedure is available on our school website www.mv16.org.uk

Where is the Local Authority's local offer published?

Leicestershire's local offer can be found by following the link below:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>

Rutland and Nottinghamshire local offers may also be helpful to some families due to location therefore we have also included web links for these local authorities:

<https://www.rutland.gov.uk/my-services/schools-education-and-learning/send-local-offer/>

https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/advice.page?id=ByiSH1_KndU&loboolean=1

How does the governing body involve other bodies, including health and social services, LA support services and voluntary organisations in meeting needs and supporting families of SEN students?

The college continues to build strong working relationships and links with external support services in order to fully support our SEN students, aid school inclusion and provide support for parents.

The SENDCo will liaise with many specialist services and outside experts, to ensure provision for our students is appropriate and meets all needs. The college works closely with any external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, community or specialist nurses, clinical psychologists and psychiatrists (CAMHS), speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes, Early Help team, Family Action team
- Supporting Leicestershire Families team,
- Community support - youth service, police team
- Leicestershire Educational Psychology Service
- Leicestershire Specialist Teaching Service – hearing impairment, visual impairment, physical disabilities, speech and language, Learning Support, Autism Outreach, SEND team

Some of these services stem from Leicestershire and others from Rutland, depending on the home address of the student. There will therefore be some variation in the term used for services.

The college will also engage with charities and voluntary organisations that can offer support for specific individuals or for young people in general.

What are the contact details of support services for parents/carers of students with SEN, including those for mediation arrangements?

These are the contact details for some of the services we work with from Leicestershire:

Educational Psychology service 0116 3055100

Specialist teaching service 0116 3059400

(This includes Hearing Support Service, Learning Support Service, Visual Support Service, Autism Outreach Service)

Speech and Language service 0116 2255256

CAMHS referral from GP or Educational Psychologist

Youth service <https://www.leicester.gov.uk/schools-and-learning/support-for-children-and-young-people/youth-services/> 0116 3057960

SEND Information Advice & Support Service (SENDIASS) 0116 3050005
<https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/help-and-support-for-children-with-special-educational-needs-and-disabilities-send>

Mediation Referrals- Initial contact for Mediation advice should first be sought through;

- GLOBAL MEDIATION on 0800 064 4488 if you live in Nottingham City Council, Nottingham County Council and Rutland County Council.
- If you live in Leicester City, Leicestershire and Lincolnshire, Mediation Advice is offered by your Information, Advice and Support Service. Telephone numbers for your local IASS can be found at <http://www.iassnetwork.org.uk/>