



KCC SEND Information Report 2023-24

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Quick links to sections in this report:

Jargon busting

1. What kinds of SEND do students in the College have?
2. How do you know if a student needs extra help?
3. How do teachers help students with SEND? How will the College support my child?
4. How will the curriculum be matched to my child's needs? Is there any additional support available to help children with SEND?
5. How will the College know how well my child is doing?
6. How will I know my child is making progress? How do you check on this?
7. How will my child be included in activities outside the classroom, including school trips?
8. How will you help me to support my child's learning? When will we be able to discuss my child's progress?
9. How will my child be able to share their views?
10. How will you support my child when he/she joins KCC or moves class or transfers to a new school?
11. What skills do the staff have to meet my child's needs?
12. What specialist services are available at or accessed by the College?
13. What happens if my child needs specialist equipment? How accessible is the College and how does it arrange the facilities children need?
14. How will my child manage tests and exams?
15. What should I do if I think my child may have a special educational need or disability?
16. What do I do if I'm not happy or if I want to complain?
17. Where can I get information, advice and support?
18. Where can I find out about other services that might be available for our family and my child?

Jargon-busting

The Code of Practice identifies 4 main areas of need:

- **C&I** – communication and interaction, including the autistic spectrum (ASC), speech & language (S&L) and related needs
- **C&L** – cognition and learning, including dyslexia, dysgraphia and dyscalculia. These needs are often identified as specific learning difficulties (SpLD).
- **SEMH** – Social, Emotional & Mental Health, including ADHD
- **P/S** – physical and/or sensory needs, such as visual impairment (VI), hearing impairment (HI) or SPD – sensory processing disorder.

Additional acronyms used in this document:

- **ADHD** – Attention deficit hyperactivity disorder – associated needs include ADD
- **ASC** – autistic spectrum condition, including children with **PDA** (pathological demand avoidance).
- **EAA** – exam access arrangements
- **EHCP** – Education, Health and Care Plan
- **SALT** – Speech & Language Therapist working with students who have **SLCN** (speech, language and communication needs)
- **SEND** – special educational needs & disabilities
- **SENDCo** – the Special Educational Needs & Disabilities Co-ordinator

1. What kinds of SEND do students in the College have?

Kingsbridge Community College is an inclusive mainstream college with a wide local catchment area; we are proud to be a Rights-Respecting School. KCC does not select or discriminate on the basis of SEND – many learners have a wide range of needs including those on the autistic spectrum, speech and language needs, dyslexia and literacy needs, dyscalculia, SEMH needs including ADHD, physical disabilities, sensory needs including visual impairment, hearing impairment and sensory processing disorder.

In September 2023, the KCC SEND Register is c.20% of the whole College, reflecting ever-improving identification of need and support put in place for students. Not all students on the SEND register will have received a formal diagnosis; similarly, formal diagnosis doesn't always require a student to be added to the SEND register as in many cases recognising and providing support in class can be best managed by careful planning and in-class adaptation using the Graduated Response – in line with the SEND Code of Practice (updated 2015), we recognise that SEND reflects a need that requires support additional to and different from universal classroom provision.

- The Devon Graduated Response: <https://www.devon.gov.uk/support-schools-settings/send/devon-graduated-response/>
- SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

2. How do you know if a pupil needs extra help?

Prior to joining KCC, there is significant contact with parents and carers as well as previous schools. Alongside formal assessment and use of data such as SATs or reading tests, as well as feedback from classroom-based staff, student and parent voice is essential in identifying where there may be underlying difficulties.

The usual process in response to a concern is to follow the Devon graduated response: identify what the concern is and possible approaches to address this; ask for feedback on strategies already implemented; and then review the impact in due course. **KCC does not rely on labels or require formal diagnoses to put support in place** – in line with the inclusive ethos and vision, we listen to and plan for the child in front of us, including using screening tools such as IDL to establish processing / literacy / numeracy profiles; the Boxall Profiling tool to better identify and address needs around SEMH; or the standardised NGRT tests to assess reading comprehension and needs. We do not assess for dyslexia.

- IDL [Dyslexia and Dyscalculia Software Screening UK | IDL \(idlsgroup.com\)](https://www.idlsgroup.com/)
- Boxall [The Boxall Profile® - NurtureUK](https://www.boxall.co.uk/)
- NGRT [Using NGRT in secondary schools - GL Assessment \(gl-assessment.co.uk\)](https://www.gl-assessment.co.uk/)

Using the Plan-Do-Review system actively involves staff teaching the student and reflects the importance of inclusive classroom approaches where the Graduated Response is embedded within good teaching. Students are added to the SEND register with parent consent and this information is shared with staff.

3. How do teachers help students with SEND? How will the College support my child?

Students are taught in mixed-ability classes supporting the inclusive approach and all teachers are teachers of SEND with ongoing support and training throughout the year. Teachers implement the Graduated Response (see above). Some students are in classes with additional adult support – this is usually linked to EHCP (Education, Health and Care Plan) provision. Where students are identified as needing additional intervention, this is supported by the Inclusion Team:

- Teaching Assistants
- Inclusion Hub
- Inclusion Leads

Support and intervention above and beyond classroom provision currently includes:

- Lexia (literacy) and small-group ReadWriteInc 'FreshStart' programme
- Sparx (numeracy) and small-group number work
- Social skills and communication groups including Lego Therapy, Forest School, speech and language programmes
- 5-point scales and support for emotional regulation including relational support plans
- Forest School, Lego therapy, art-based and practical programmes on a bespoke basis
- Timetabled access to the Inclusion Hub for small group and individual support – this is usually when the plan-do-review approach to classroom and other intervention has been exhausted. KS3 students who use the Inclusion Hub for more than specific interventions are likely to be on the EHCP Pathway.

At KS4 and KS5, students may also be identified as needing assessment for exam access arrangements (EAA). This requires an evidence-based approach including examples from classroom-based tasks prior to formal assessment using nationally standardised tests. Depending on the scores, KCC must then apply to the exam board regulator JCQ for arrangements such as extra time or support with reading or dictation. The process doesn't require prior diagnosis (such as dyslexia) and the KCC approach is proactive to identify these students – if parents or carers have a concern, they are encouraged to contact the SENDCo in Year 9 or Year 10 in order to meet the JCQ deadline. (see [How will my child manage tests and exams?](#))

4. How will the curriculum be matched to my child's needs? Is there any additional support available to help children with SEND?

All students have the right to follow a broad and balanced curriculum. Our SCHOLAR values reflects our ethos and recognises that all our learners can make a really positive contribution to the College, whatever their needs or academic skills:

Successful, Considerate, Hardworking, Our best selves, Leaders, Aspirational, Resilient

At KS3, all students follow:

- Core (English, Maths & Science)
- Humanities & language (Geography, History & RE plus either French or Spanish)
- Arts (Art, Drama & Music)
- PE, IT and RSHE (relationship, social and health education).

Teaching is scaffolded to enable all students to engage with topics and mixed-ability classes promotes access for all. All students follow a language, either French or Spanish; in the exceptional situation of a student being withdrawn from MFL lessons, usually on the basis of EHCP recommendations, they continue to have an MFL entitlement through LanguageLab or similar and they will access this through the Inclusion Hub.

At KS4, students choose GCSE options from a range of subjects. Continuing with MFL is strongly encouraged although there is alternative provision in the form of additional maths & science (ie. replacing 1 GCSE). In discussion with the SENDCo, some students may also be able to do 1 day of work experience in vocational areas not offered by the College. This is rare and usually linked to long-term SEND.

5. How will the College know how well my child is doing?

Progress is assessed in 3 12-week cycles per academic year. Common assessment generate a standardised score in Years 7, 8 and 9. A holistic teacher judgement of progress against descriptors is also reported in these year groups. In Year 10 and 11, students receive predicted grades and, in Year 10, end of cycle assessment %.

This is shared with parents via SuccessTracker. All students are also assessed for literacy skills using the NGRT standardised assessment in September each year.

Students on the SEND register also receive a Learning Plan identifying their area of need, targets to address this and support in place. In line with the SEND Code of Practice, progress towards these individual targets is reviewed throughout the year, including formal Annual Reviews for students with EHCPs.

6. How will I know my child is making progress? How do you check on this?

SuccessTracker reports are shared 3 times a year with parents and carers. Parents are also encouraged to attend Parents' Evenings and meetings with the Inclusion Team, such as the SENDCo, Inclusion Leads or Raising Standards Leaders. Curriculum teams review academic progress and the College holds annual reviews of subject teams including considering data and quality of universal provision in class.

The SEND Governor visits at least termly, holding the SENDCo to account, and as well as whole-College Reviews which includes SEND, there is an annual external SEND Review in line with ESW Trust-wide policy. SEND provision and progress is also monitored and supported via day-to-day lesson drop-ins, coaching, behaviour data and pupil voice. The SENDCo reviews provision to evaluate effectiveness and informing future training for staff.

7. How will my child be included in activities outside the classroom, including school trips?

All students are encouraged to participate in wider College life, including all curriculum trips and offsite visits. Students with EHCPs complete residentials in the UK and abroad and there is support across sports clubs, the College production and music performances, art exhibitions, Ten Tors expeditions and the DofE Award scheme. Students with SEND play

an active role in the College Council and there is strong peer advocacy for neurodiversity as well as other minority groups. Timetabling across Break 1 and Break 2 ensures that there is a staffed safe space for students with SEND as well as Film Club, Chess Club, etc.

8. How will you help me to support my child's learning? When will we be able to discuss my child's progress?

The College recognises and values its relationships with parents and carers. The Inclusion Team offers support and signposting towards outside agencies including Early Help and a number of self-referrals including CAMHS, occupational therapy and ASC available through the NHS. The SENDCo is available at each Parents' Evening as well as for longer individual appointments, and the Inclusion Team maintain contact with parents throughout the academic year. As the College moves towards Learning Plans (LPs) using the nationally-recognised EduKey Provision Mapping software, parent voice is sought for all students with LPs. The College seeks contact with parents and carers of students with SEND at least 3 times a year, in line with the Code of Practice. Students with an EHCP will have a formal Annual Review where parent voice is also sought for the Local Authority 0-25 Team via the EHC Hub.

9. How will my child be able to share their views?

Members of the Inclusion Team see students on a regular basis to ask 'what's going well?' and 'what's not working?'. This contributes to Learning Plans and EHCP views, and is shared with wider staff with student consent. Students are able to share their opinions in confidence with the SENDCo either verbally or in writing. The SENDCo is available for drop-in chats before College and at break-times, and will make an appointment to see students on request.

10. How will you support my child when he/she joins KCC or moves class or transfers to a new school?

For children joining from a local primary, they will be part of the KCC transition process which starts in December for students with EHCPs, where the College is asked to respond to Local Authority to outline ways in which KCC can meet the needs and required provisions for students as outlined in the EHCP. This includes reference to individual levels of funding. All students who are on Primary SEND registers will be invited to join the enhanced transition programme with a variety of individual and small group visits, additional parent information sessions and bespoke planning, depending on the level of need:

- **All SEND students:** SENDCo meeting with Primaries in the Spring term to discuss needs, provisions and transition planning. Information meetings between Primaries and SENDCo or wider Inclusion Team for file transfer and draft Learning Plans. Snapshot SEND information shared with teachers and support staff prior to students' first day in September to support individual planning and awareness. Learning Plan drafted after first 6 weeks in KCC to give students a chance to settle in.
- **EHCP & EHCP-pathway:** Individual meeting with parent & student; 1:1 tour with a member of the Inclusion Team; EHCP Transition Day; invitation for 1:1 tour with SENDCo during the summer holiday (prior to start of term in September).
- **SEND 'K':** individual discussion between SENDCo & Primaries; small group additional tour with Inclusion Team; contact from Inclusion Team prior to September.
- **All students:** baseline assessments in literacy to reflect individual scores on specific areas of reading and comprehension against nationally-standardised tests (NGRT).

Where students are not joining as part of the Y7 transition process, parents are invited to discuss EHCP needs with the SENDCo if appropriate, or to share previous reports or diagnoses. Key information is shared with staff ahead of the start date wherever possible. For students with EHCPs joining from a different Local Authority, it is essential that these are also shared with the Devon 0-25 Team.

Where students transfer from KCC to a new setting, the SENDCo and Safeguarding lead will liaise with the new school to ensure transfer of information and all relevant documents.

11. What skills do the staff have to meet my child's needs?

The Inclusion Team reflects a range of skills to meet students' needs. Teaching Assistants and Inclusion Leads have had training on a wide range of in-class support including speech & language approaches; specialist autism mentoring following AET guidelines; SEMH support such as Lego Therapy, Attachment-based mentoring and Forest School, and work on 5-point scales, relational support plans etc; specific literacy and numeracy programmes including ReadWriteInc, Numicon and Phonographix; and communication support such as Drawing & Talking. The Inclusion Team comprises staff with a wide range of experience in different settings (Primary, specialist settings, Outdoor Ed and alternative provision).

12. What specialist services are available at or accessed by the College?

KCC is part of Education SouthWest which allows access to shared services such as specialist Exam Access Arrangements assessments. The College employs qualified counsellors and offers mentoring both with trained 6th Form Mental Health Ambassadors and the Youth for Christ programme.

The College commissions services from the local authority including:

- Educational Psychology
- Communication & Interaction Team
- Attendance Inclusion Team
- SEMH Support Team
- School nurse

The College also works with a range of NHS provisions including CAMHS, ADHD and Autism assessment teams, and with wider Devon Teams such as Medical Inclusion, Young Carers, Young Devon and Early Help. The Virtual School works in conjunction with KCC for children in care or under a Special Guardianship Order (SGO). They may also offer support if there is a concern for care-experienced children who are post-adoption.

13. What happens if my child needs specialist equipment? How accessible is the College and how does it arrange the facilities children need?

If your child needs specialist equipment which can be provided by College, such as access to a laptop or reading pen (for exams), this is provided by the Inclusion Team or subject teams. More bespoke or personalised equipment will be subject to individual discussions and will usually form part of an EHCP application, e.g. electric wheelchair. Students are able to use their own laptops in College following discussion with the Inclusion Team and with parents taking responsibility for insurance.

The College site is fully accessible with lifts or ramps to access classrooms in all subjects. We take advice from specialist teams, e.g. Visual Impairment advisory team, and the site is regularly checked for accessibility. Parents are offered alternatives to reading and there are alternative texts and exam papers where appropriate, e.g. enlarged font, coloured

backgrounds. Staff work with the Hearing Advisory Team to support students who wear hearing aids, and there are a range of accessible toilets around the site.

14. How will my child manage tests and exams?

KCC liaises with Primaries to request information on support for Y6 SATs so that support for tests or assessments can continue into KS3. Staff are regularly asked for feedback on Exam Access Arrangements (EAA) to contribute to the Joint Qualifications Council (JCQ) assessment process which must reflect a student's usual way of working. Students are not required to have a formal assessment for EAA until KS4 – all internal assessments can be supported informally with e.g. extra time or the teacher reading questions aloud. For external exams such as GCSEs or A-Levels, the College is required to follow formal assessment procedures against nationally standardised scores, following which the SENDCo may apply to JCQ, the exam board regulator, for these provisions to be permitted in final exams.

Some arrangements can be put in place without formal applications to JCQ, such as:

- Rest breaks
- Coloured overlay
- Prompt

Other arrangements require formal assessment, evidence of diagnosis or support from specialist health services such as CAMHS.

- Extra time
- Reader
- Scribe
- Separate room

Students who have English as an additional language (EAL – e.g. first language is not English) may be permitted a bilingual dictionary and up to 25% extra time, subject to being in the UK for less than 2 years.

If parents or carers have any questions about EAA, they are encouraged to contact subject teachers where it refers to specific aspects of the curriculum; or to contact the Inclusion Team or SENDCo if it is a broader concern, such as running out of time in a number of different subjects.

- Joint Qualifications Council EAA: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

15. What should I do if I think my child may have a special educational need or disability?

In the first instance, parents and carers are encouraged to speak to their child's tutor, Inclusion Lead or Raising Standards' Lead to discuss concerns about additional needs – many aspects of SEND are met through their class teacher being aware of student profiles and implementing the Graduated Response for inclusive universal provision. Following the plan-do-review approach, parents and carers may then make an appointment to discuss concerns with the SENDCo. Not all students with additional needs will need to be on the formal SEND register and there are a number of support strategies that can be put in place without requiring this.

16. What do I do if I'm not happy or if I want to complain?

If you're not happy or want to complain about any aspect of SEND support or provision, please contact the SENDCo and make an appointment to discuss your concerns and agree actions. If your concerns remain following this, please contact Tina Graham, Principal. The SEND Governor may also be contacted; this would usually be after agreed actions have been put in place, if parents or carers remain unhappy about the level of support available for their child.

17. Where can I get information, advice and support?

Parents have access to a range of services offering further support. The Inclusion Team can support Early Help assessments and make referrals for family support. Some referrals, if accepted, will also include support for parents, such as the Cygnet Course (autism referral).

- DIAS: Devon Information Advice & Support:
<https://devonias.org.uk/> or call 01392 383080
- Devon SEND:
<https://www.devon.gov.uk/education-and-families/send-local-offer/>

There are also a number of local parent support groups to be found via Facebook and Twitter.

18. Where can I find out about other services that might be available for our family and my child?

The Devon Local Offer identifies a range of services available for children and families:
<https://www.devon.gov.uk/education-and-families/send-local-offer/>

Parents and carers are encouraged to talk through concerns with the Inclusion Team in case there are individual services which might be appropriate to specific contexts or concerns.

If you have any questions that are not answered in this document, please email your child's Inclusion Lead:

Year 7: Ms Richards - Kirsty.Richards@kingsbridgecollege.org.uk
Year 8: Mrs Parry - Sue.Parry@kingsbridgecollege.org.uk
Year 9: Mr Drew - Chris.Drew@kingsbridgecollege.org.uk
Year 10: Ms Tasker - Jo.Tasker@kingsbridgecollege.org.uk
Year 11: Ms Lee - Fiona.Lee@kingsbridgecollege.org.uk
TA Team: Mrs Lee - Jackie.Lee@kingsbridgecollege.org.uk

Or contact the SENDCo:

jane.blumer@kingsbridgecollege.org.uk – 01548 852641

Other members of the Inclusion Team:

- Inclusion Hub staff
- behaviour support
- safeguarding staff
- teaching assistants.